SUMMER DIARY

Beverly Anderson goes on a 'movie crawl' in Manhattan, pays tribute to one of the most remarkable women of the century and tells of the parents who fought off a school merger . . . with the aid of a dry rot specialist.

Spielberg springs a nasty shock

Manhattan in July is a good place for a spree with an eight-year-old. There is fast food everywhere and the city is sprinkled with playgrounds, many donated by the Rockefellers, that are well equipped with slides, sandpits, sprinklers and even swimming pools. There is a big one next to the Metropolitan Museum of Art so bargains can be struck as to who will be patient and where and for how long.

But summer in New York is also about air-conditioned movie-houses and it is a major launching time in the States for films aimed at the young. So, without my usual look at reviews, but relying on the Spielberg name and television trailers, I took my son to *Gremlins* and *Indiana Jones and the Temple of Doom*, and got a nasty shock. Both films turned out to be adult horror films – if such a category can be said to exist – and totally unsuitable for children. The Parental Guidance (PG) rating had been an inadequate warning and I found out later that the uproar from American parents over both these films and *Conan the Destroyer* had resulted in a new category, PG13.

Spielberg and company had arranged for their young fans the sights and sounds of an animal being crucified, a man being eaten (noises only, this one) and a housewife using a knife, a blender and a microwave oven to kill off attacking monsters, all in the first half of *Gremlins*. The film had been made with young audiences in mind because the shops were full of models, toys, posters and other spin-offs based on the characters. *Indiana Jones* was less monotonously horrific but it included a sequence, cut in the British version, where the villain, an Indian, claws out his victim's heart and then stands chanting with it held, pulsating and dripping, in his hand. The same victim has a long-drawn-out death by roasting and we see the remains of an assistant baddie smeared on a roller after he is crushed to death.

Now I admit to allowing my child to watch a certain amount of macho rubbish on the box but I have always drawn the line at torture as entertainment and would have walked out with him, save for the fear that a dramatic exit might add glamour to the whole wretched event. We did see several enjoyable PG movies, with *Splash* and *Ghostbusters* in particular providing entertainment at several levels, while *Startrek III* and *The Last Starfighter* were wholesome hokum.

But *Gremlins* and *The Temple of Doom* were worrying. *Gremlins* is due for release here later in the year and I understand that it may not get a PG rating. The British Board of Film Censors apparently decided that *Indiana Jones* could be shown uncut with a 15 rating, but the film company lobbied heavily for it to be given a PG, no doubt with marketing spin-offs in mind as well as audiences.

The board's assistant secretary told me that they feel an obligation to make films available to the widest possible audience as is consistent with their responsibility to the young, so after insisting on some cuts, they released it as a PG. It is worth pointing out that Britain is one of only two countries which refused to allow the uncut version to be shown to young audiences.

I felt sad that the man who made *ET* and *Close Encounters* should have produced such stomach-churning depravity as entertainment for children. Perhaps he needs a sabbatical. I shall approach his *Peter Pan* very warily.

Indiana Jones . . . literally heart-rending.

A rare bloom

The BBC2 series *Women of Our Century* went out while I was in the United States but I managed to see the final programme about Dame Janet Vaughan, the distinguished scientist. Having known and admired her for some time it was good to see some trace of her on film at last. But the programme seemed more like a trailer than a record of her remarkable life. It would have been impossible to condense so rich a career into an hour, much less the 40 minutes allowed, but a different format might have been more satisfying.

We were led at a brisk trot through the chronology of her life by Polly Toynbee, whose sympathetic and capable presence seemed squashed by the brevity of the questions she was able to put. Had the programme focussed on say four main topics, a more natural conversational tone could have developed and we might have found out, for instance, in what sense her mother was Virginia Woolf's first love, how it was that a girl dismissed as a dunce got herself into Oxford and the male chauvinist world of pre-war medicine and research, how she combined a happy marriage and motherhood with a brilliant career, and how such a person can insist that she is not a feminist.

Feminist or not, Janet Vaughan, who is still working, manages to find the time to encourage other women. On my first morning as an Oxford first school head, just as I was settling behind my desk and the full enormity of the job was seeping in, she arrived, on her way to the laboratory, with a pot of cyclamens in full bloom. Not only a scientist in her eighties, she is a woman of the Eighties.

Dame Janet Vaughan . . . no 40-minute television programme would do her justice.

Pop go the corks

My resignation as head of Bernwood School on Oxford's Barton Estate was, indirectly, the cause of an extraordinary outburst of parent power. There are two first schools on the estate, one at the bottom of the hill and mine at the top. When I left, the county council put forward a scheme to amalgamate the two schools on the top site but reckoned without the parents.

Despite total inexperience at political campaigning they formed an action group last November, helped by the local vicar, who was chairman of the governors at the bottom school, plus a community worker and an actor from the town, whose job was to lead off the processions and conduct the singing during marches. And marches and demonstrations there were, four in all, as well as 'phone-ins and letter-writing campaigns, fund-raising parties to pay for the stamps, paper and telephone bills, a wine-and-cheese postcard-writing do, and a publicity-attracting "phantom banner hanger" who went around at night putting up signs in the town centre and along the route of the marches.

The council believed that the economic case for amalgamation was powerful, but the parents on the estate (which does not even have a chip shop, much less a health centre) produced their own report, with expert testimony from a dry-rot specialist, a surveyor and a psychologist who gave evidence on the effects of overcrowding on the children.

They lost crucial votes at various stages on the way to the full council debate, but with the help of councillors – some making round-trip journeys from holidays to vote – they won the battle this month. There was champagne all round, bought with the remains of the fighting fund, and on the coming Bank Holiday they will have a victory float in the local parade. It took them 10 months but even opponents on the council expressed admiration for their ingenuity and tenacity.

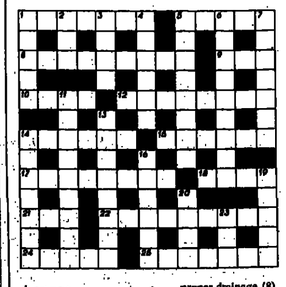
The campaign was not only a cheering display of democracy at work and women growing in confidence and skill but evidence of the sort of parental assertiveness state education will need if it is to survive the current political climate.

Gunning for teacher

The last week of the summer holiday is a poignant time, even for a "resting" primary teacher like myself. As probationers prepare for their first class and five-year-olds get ready for big school I hope I can be forgiven a nostalgic glance back at my first reception class in East London 15 years ago. The room was awash with new entrants, somewhat in need of their departed mums and my helper and I a bit short of laps and arms.

One who sticks in my mind was Jackie, fiercely beautiful, with dark blue eyes and black curls. Other people had Teddys or their thumbs for comfort. Jackie had strapped on her six-guns. I hope the years have treated her kindly, though no doubt she's still giving as good as she gets. To newcomers and veterans alike, best wishes for the coming year's adventure.

No 166 CROSSWORD by Rufus



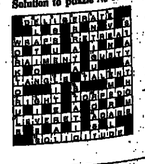
Across

1,5 Public school teacher upset about hours being changed (12)
8 A share in the plot (9)
9 Some notice a sign of nerves (3)
10 It's always the dream of the French to return (4)
12 Indeed not all went (8)
14 Starchy food dad is about to turn to (6)
15 A new bride's bits and pieces (6)
17 This plant requires proper drainage (8)
18 A much revered figure out of work, we hear (4)
21 Social worker (3)
22 She cleans out for the steward (9)
24 Enquire in the back-street for jobs (5)
25 They may indicate corporal punishment (7)

Down

1 Do impressive work as a huntsman? (5)
2 A law breaking instrument (3)
3 Adds up the number of infants (4)
4 Staggered, but got in line (6)
5 One has a lot of trouble getting into this (3,5)
6 Badly turned out, being ignorant (9)
7 Doesn't make a message plain (7)
11 Come in, it is not an infectious disease (9)
13 Not professors of divinity, evidently (8)
14 Brilliant spectacle opening up over Eton, perhaps (7)
16 One inside wards off evil spirits (6)
19 Calms and sends to sleep (5)
20 Holy man turns to a dog and emperor (4)
23 Joint invitation to cheer (3)

Solution to puzzle No 165.



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16-plus plans worry GCE boards

by Susannah Kirkman

The GCE boards are becoming increasingly uneasy about Sir Keith Joseph's 16-plus proposals.

They feel that the Education Secretary has not allowed enough time or money for the development of national grade criteria; new syllabuses and assessment systems.

In a letter to Sir Keith, Mr John Day, secretary general to the Associated Examining Board, says the present schedule will make heavy demands on the board's committees, advisers, examiners and staff, as well as upon teachers.

He points out that the boards have only nine or ten months to publish the first new examination syllabuses after the grade-related criteria and assessment systems are announced in July or August 1985.

At the same time, the O and A level exams will have to continue as usual.

Mr Day also voices fears that lack of money will hamper the new exam. The syllabuses call for more practical work and tests, as well as moderation for internal exams and differentiated papers, yet no extra funding has been announced. The boards are worried that they may have to double their fees to cope with the costs.

They are also concerned about the future of further education students and private candidates under the new arrangements.

More than 30,000 candidates taking correspondence courses or studying abroad might not be able to meet the practical requirements of the 16-plus because of the course work element in the new exam which must be internally assessed.

The 16-plus could cause "severe problems" for mature students who might not have access to the facilities needed for practical course work, or who wished to take subjects exclusive to O level, such as law, which has no CSE equivalent.

Along with the other GCE boards, the AEB is pressing for CSE boards to operate an "open market" and allow schools outside their region to enter candidates. Up to now, the CSE boards have insisted on maintaining their catchment areas.

But with the run-up to General Certificate of Secondary Examination, joint O level and CSE exams are becoming increasingly popular. And schools want to be able to pick and choose from the joint courses being developed by the boards.

GCE boards are anxious that schools should choose syllabuses and exams on merit. They want to develop free choice before CGSE arrives so that they can corner their own shares of the 16-plus market.

Sanctions threatened by NUT

by Mike Durham

Professor Eric Armstrong, chairman of the teachers' pay arbitration panel, said this week that he was not aware of plans to resume industrial action on Monday if the pay award had not been announced.

The National Union of Teachers said last month that it would resume sanctions on September 3, the beginning of the new school term in most areas, in protest at what it alleges were delays by the management in presenting their evidence.

The sanctions, which would include refusal to cover for absent colleagues and withdrawal of "goodwill" activities, would be lifted as soon as the arbitration award was announced.

As *The TES* went to press there was no indication that the arbitration panel's findings would be made public by the deadline.

Professor Armstrong, who is professor of industrial relations at Manchester Business School, declined to comment on the progress of the panel's work on Wednesday.

He claimed he was "not aware" of the NUT threat to resume industrial actions. "I haven't heard anything about that. I have not been told about it or seen any reports about it."

Professor Armstrong said the arbitrators were not conscious of being "pressurized". He added: "There is considerable interest being shown in this and I can assure you we are not being dilatory in our efforts to get a result."

College hopefuls face toughest yet scramble for places

by David Lister and Hilary Wilce

A level candidates who have failed to get the grades needed for university are finding it tougher than ever to secure an alternative route into higher education.

Polytechnic telephones have, according to one harassed inquiry officer, been going "absolutely berserk". And most institutions are reporting an increase of 30 to 40 per cent on inquiries this time last yer.

But applicants are being squeezed by two new developments in the annual scramble for college places. For the first time polytechnics and institutes of higher education have had to stick to strict intake targets laid down by the National Advisory Body, while many of this year's school leavers cautiously applied early for courses and many popular ones, particularly in the fields of business studies, computer studies and graphic design, have been full since the spring.

Where there are vacancies, colleges can afford to be highly selective about who they consider and they report that the general standard of applicants is up on last year. Teesside Polytechnic says happily that "business is buoyant", while Preston Polytechnic (from tomorrow to be called Lancashire Polytechnic) reports approaches from desperate callers willing to consider any course at all rather than go on the dole.

The latest information from the Advanced Further Education Information Service, which monitors course vacancies, shows there are considerable numbers of places still available on engineering courses of all kinds, and some maths, computing and business studies vacancies. Elsewhere, however, mere handfuls of courses are still open to applicants.

Places for BEd courses are still available, although the Central Register and Clearing House reports a reduction on the level of places available compared with this time last year. The exception are shortage subject places, in maths and science, which are still widely available.

Mr David Moore, principal of Nelson and Colne tertiary college, Lancashire, told *The TES* that in nearly 20 years as principal he had never known so tough a year for A level candidates.

One girl with four A levels, including one grade A, was still uncertain of getting into university. "If you're a grade down on your conditional offer this year, you're unlikely to get a place," he said.

UCCA, the Universities Central Council for Admissions, was still processing applications this week, and a full picture is yet to emerge.

A level grades plan, page 5

Putting on the style: One of the youngsters taking part in the Notting Hill Carnival in London over the Bank Holiday weekend. Some of the costumes for the masqueraders were made by black youngsters on the Youth Training Scheme, Called Carnival Industrial Project, this training workshop specializes in costume design, leather craft and silk screen printing. The carnival also saw a large involvement by local schools who took part in the parades.

Teacher to ride shuttle

From Peter David in Washington

President Reagan plans to give the image of teachers an astronomical boost by allowing a teacher to become the first civilian passenger to take a shuttle ride into space.

An appropriate high-flier, selected from a primary or secondary school, will make the trip in 1985 or 1986.

"When that shuttle lifts off all of America will be reminded of the crucial role teachers and education play in the life of our nation," the president said on Monday. "I can't think of a better lesson for our children and our country."

Mr James Beggs, head of the National Aeronautics and Space Administration (NASA), said he hoped a teacher would do as much for the image of the space programme as space would do for the image of teaching. He said NASA favoured a teacher passenger because a teacher should be able to stimulate the interest of young people in space.

"This agency lives and dies by whether we can attract top talent and keep the kids interested in the programme," he said.

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TIMES PAST
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Mr Young's latest ploy

The National Economic Development Council (Neddy) and the Manpower Services Commission have joined in commissioning a comparative study of vocational education and training in West Germany, Japan, the United States and Britain (see page 7). This comprises sections summarizing vocational education and training in Britain's three major competitor nations, and contrasts foreign practice with the unsatisfactory mess which is to be found here. It prints statistical summaries about each of the four countries in which Britain shows up pretty badly. The least unfavourable contrasts are with West Germany, but when the German system is analysed, its comprehensiveness and systematic organization are obviously much more convincing than the mixture of improvisation and inadequacy which characterizes the British vocational education and training scene.

The importance of the document is only partly to be found in its intrinsic merit or analytical rigour. As with so many ploys of Mr David Young – it was Mr Young, a member of Neddy, who called for the paper to be prepared – the use which may be made of the report is more significant than the research itself. The Institute of Manpower Studies has dug out much useful information about what happens in the three countries which were studied. But many of the recommendations do not seem to emerge from this evidence, and the paper is littered with grand generalizations which are difficult to substantiate.

Nor is is clear that Mr Chris Hayes and his colleagues at IMS have any competence to draw some of the conclusions which they did draw – except in so far as any citizen can offer thoughts, for what they are worth, about the education and training scene. It only requires a moment's thought to recognize that education and training in West Germany is quite unlike that in Japan and that in the United States it is different again.

The resulting confusion gives the maximum scope for picking and choosing bits and pieces from each country to the taste of the authors. On the whole the IMS leans towards West Germany as a model (with many reservations) because – could it be? – this is likely to be closest to the predilections of the Manpower Services Commission. They favour extending YTS to two years (an excellent idea) and using this as the frame for an employment-based system of vocational preparation which removes all under 18-year-olds from the labour market. They don't actually recommend a dual system on German lines, with *Berufeschulen* supplying the thorough educational back-up for a totally rejuvenated apprenticeship system. But the whole thing would be perfectly consistent with an elementary school system, geared to a sound basic education, terminating at 16 for 80 per cent of the population, followed by the two-year YTS, while 20 per cent or so would continue through sixth form and on to higher or professional education.

The evidence they present could, of course, be read as pointing to a longer school life and the postponement of specialization. That after all is the main drift of the account they provide of education and training in Japan and the United States. The Japanese, in particular, those paragons of efficiency and adaptability, see this as linked to a high standard of general education and reject out of hand the idea of introducing vocational studies at an early age (see page 19 for a description of the Japanese high school which is far from attractive). The Americans weave vocational education into the high school, but only in such a way as keeps options open.

Detailed criticisms of the report are needed. (It would be splendid to see how Miss Sheila Browne, the former Senior Chief Inspector, would annotate it in the margin with curt questions like: where is your evidence?) But in another sense, detailed criticism is beside the point. The report has already served its purpose by putting the education and training debate (albeit somewhat spuriously) into the context of international trade competition, thereby positioning another lever in the hands of Mr Young, and helping him with Neddy's help, to bend the ear of Sir Keith Joseph and Mr Norman Tebbit, the Industry Minister. The MSC has asked for a detailed response from Mr Geoffrey Holland, the director of the MSC, on each of the IMS recommendations by October. If the MSC has its way (and it usually does) there will be some action.

Nobody can blame the Commission for picking up the ball and running with it. Many of the suggestions are very sensible. But there remains the crying need for somebody to take a measured overview of education *and* training: the IMS report is basically about training, yet has profound implications for education. Who is going to give them serious thought?

It all comes back to a few basic facts: that the English secondary education system and the examinations which regulate it are based on the expectation that only about a third of pupils will stay on beyond 16 in full-time education. It is designed to sift out the 70 per cent once thought to be needed for employment at 16. Early specialization, likewise, is not an accident of chance, but something built into the upper secondary school and is integral to the English system of higher education. The criticisms of engineering education set out in the Finniston Report and echoed in the IMS paper, are not specific to engineering, but arise generally from the basic structures of English higher education.

There is no evidence that the British are more stupid than the Germans, Japanese and Americans, and cannot absorb as much education as they. Nor is there any evidence that the British are naturally cleverer than the rest and can get by with less education. What there is is an exam system which is designed to exclude more than it qualifies, and, performs in accordance with its basic design.

What is clear is that if these recommendations are not followed by a more far-reaching reform of secondary education, aimed at keeping a much larger proportion of the age-group within the educational network – ie based in schools or FE with whatever work experience elements may be thought desirable, not simply shunted off into a souped-up YTS – then the recreation of elementary education is the logical expectation.

There are already plenty of critics who regard the schools as irredeemable and beyond remedy. But this is not the position of Mr David Young or Mr Geoffrey Holland: if it were, they would not attach so much importance to TVEI. But what is lacking is a true understanding of the humane value of general education. The supreme irony is that it should be the Japanese – the nation with the clearest view of the instrumental function of education – who hold general education in the highest respect. This is worth dwelling on as Britain seems hell-bent on trying to introduce vocational irrelevancies at ever earlier ages.

There are many other points worth commenting on. The report has a lot to say about who should pay the cost of education and training and, like Training for Skill, it clearly thinks the bill should be picked up by industry and by individual trainees in the form of low training allowances. Here, too, the IMS is telling the Government what it wants to hear. Such advice is always regarded as unusually wise.

COMMENT

Double top takes all

We are now at the height of the open season for A level bashing, that brief and bitter period between the issue of results and the final flutter of UCCA chickens coming home to roost.

This timing should be borne in mind when considering the latest round of revelations about the shaky A level grading system (page 5), because what most of the agonizing is about is not really the narrowness of the C grade band, but the fact that a university place may depend on hitting that narrow target. Double top takes all.

The difficulty, and it is not a new one, is that changing the rules of the game cannot by itself increase the number of winners. As Mr Peter Dines, deputy chief executive of the Secondary Examinations Council, points out, a new system would not mean more candidates going to university, but might mean that different candidates could win the places.

The truth is that, whatever its original justification, the arbitrary sorting system provided primarily by the narrowness of the C band has been used increasingly by university admissions tutors as a convenient selection system. So any reform which ensures that A level grades reflect more fairly the achievement of students – obviously a good thing in itself – would also throw back on to the universities the onus of improving their own entry mechanism.

The precedents are not at all promising. Last time the Joint Matriculation Board put forward a proposal for the revision of the Advanced level grading scheme arguing that the system based on *proportions of candidates* should be replaced by one based on *the proportions of marks* gained by candiates. Its subsequent endorsement by a Schools Council Joint Working Party in the form of a 20-point-grading scheme cut little ice by the time universities and colleges had analysed its effect on admission procedures. In August 1972, Mrs Margaret Thatcher, the Secretary of State for Education, announced after extensive consultations "that she would not be justified in accepting the implementations of a scheme on the lines proposed".

So far history has repeated itself. Following another JMB paper published in June of last year, an SEC working party is now treading familiar ground. Although Sir Keith Joseph is likely to be more receptive to the concept of criterion-referenced grading systems than Mrs Thatcher was 12 years ago, he can also be expected to have an even tougher time persuading the universities that the A level system exists for anything but their convenience, since the higher education cuts and the growth in the potential student population has made the problems of choice that much more acute.

Since Government policies clearly rule out open access and interviewing techniques are every bit as unreliable as A level results as predicters of future academic success, it is clearly not going to be easy to find alternative methods, though the Soviet oral system as practised at Novosibirsk – and described in Talkback on page 16 – is very appealing. Either we are going to settle for the A level lottery that we have, or produce an improved system that appears more satisfactory but provides no more guarantee of less anguish.

A sense of excitement and purpose

Some men and women live their lives, both professionally and personally, in a way which influences permanently all those with whom they come into contact. Those of us from HM Inspectorate who come together with others this Friday, to give thanks for the life of Arthur Luffman, will be remembering what we owe to the influence of this modest and lovely man who was indeed one of the "great and good" among our numbers.

Arthur Luffman came to the Inspectorate in 1958 on transfer from the Army in which he had held the rank of Brigadier (very small beer after being Colonel he used to say). A physicist by first degree, in the army he had been Principal of Welbeck College, "one of the first true polytechnics" he liked to describe it. In the Inspectorate he became quickly involved in the inspection of science and of British Army schools, until in 1966 he became Divisional Inspector in the North West. There, his quick interest in all things educational and his genuine concern for the life and work of the HMI in his Division earned him a reputation as a most loved and respected DI.

In 1970, Arthur moved into London as Chief Inspector for Teacher Training. It was an exciting period. The Committee of Enquiry into Teacher Training under Lord James was about to begin its deliberations, and although it is usually staff inspectors or HMI en route to promotion who service Government committees of enquiry, the decision was taken that "James" was sufficiently important to have a chief inspector as its assessor. Many members of that committee remember the influence of Arthur Luffman, which stemmed from his quiet wisdom, his passionate belief in the importance of the task the committee had been set and his ability to work all hours and all days with total concentration.

It is easy, over a decade later, to see where James got things wrong. Many of its faults as they now appear stemmed simply from the gap which separates the world of the late sixties and early seventies from that of the mid-eighties. But it is perhaps salutary to remind ourselves of some of the major achievements of that report as well as the messages which are still relevant today. The most important message was, of course, the pivotal importance of the quality of teachers. The report recommended an all-graduate entry to teaching which is now virtually achieved, although it will be another three decades at least before the entire profession is graduate. This structure has, for the long term, provided a framework for high academic standards to be achieved, and the deficiencies of many existing BEds should not be blamed on the thinking of the James Committee.

Sadly, the committee's report is probably most remembered for its recognition of the need for drastic reductions in the size of the training system. Throughout the remainder of Arthur Luffman's career, as Chief Inspector and those of us who

Arthur Luffman

worked with him in the Inspectorate, in the Department and in ACSTT, were engaged in the sorry task of closures, mergers, reductions and redundancies. It was not a task to be relished by a man who cared deeply for individuals and who felt the hurt and pain of people whom he knew and respected. He paid a heavy price for the burden of those years: a few days after his last day in Elizabeth House, and before his final day on the DES payroll, he suffered a stroke. "You were working too hard," I told him when I visited him as he was recovering. "Hard work never killed anyone. It was perhaps the nature of the exercise in which I was engaged which did the damage," was his unusually explicit reply. That was the only time I heard him admit how great the strain had been.

But the recommendations of the James Report for In-Service Training were those which most of all proclaimed Arthur Luffman's passionate belief in the importance of the task the committee had been set and his ability to work all hours and all days with total concentration.

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Sadly, the committee's report is probably most remembered for its recognition of the need for drastic reductions in the size of the training system. Throughout the remainder of Arthur Luffman's career, as Chief Inspector and those of us who worked with him in the Inspectorate, in the Department and in ACSTT, were engaged in the sorry task of closures, mergers, reductions and redundancies. It was not a task to be relished by a man who cared deeply for individuals and who felt the hurt and pain of people whom he knew and respected. He paid a heavy price for the burden of those years: a few days after his last day in Elizabeth House, and before his final day on the DES payroll, he suffered a stroke. "You were working too hard," I told him when I visited him as he was recovering. "Hard work never killed anyone. It was perhaps the nature of the exercise in which I was engaged which did the damage," was his unusually explicit reply. That was the only time I heard him admit how great the strain had been.

But the recommendations of the James Report for In-Service Training were those which most of all proclaimed Arthur Luffman's passionate belief in the importance of the task the committee had been set and his ability to work all hours and all days with total concentration. It was my good fortune to move into Elizabeth House to work with Arthur Luffman in this particular field. No one could have asked for a more wonderful man as "the boss". No matter how great his own load, he gave each of us the certainty that he knew, and cared, about what we were doing.

Even in the last few months before his retirement, Arthur retained the ability to be excited by ideas. Staff meetings often turned into debates about educational issues, and many times at the end of a long day one of us would go to his room and sit in the battered leather armchair to discuss some new idea we had been developing. We were always made to argue every detail of it, to demonstrate that there were no loose ends or soggy thinking, but if he was satisfied he would say, mock weary, "Well, it will make life difficult for us I suppose, but we must give it a try." I have the feeling that the essence of true leadership lies in this kind of support and encouragement, coupled with the demand for inexorably high standards (the occasional reproofs were terrifying – but always just).

Most of all, this Friday, I shall give thanks for what Arthur Luffman gave to me as his greatest gift: a sense of excitement and purpose in even the most routine work, and a conviction that in all that we do, from the trivial and absurd to the most taxing and most awesome, we can find the opportunity, as Arthur would have put it, to serve God and our fellow man.

Pauline Perry

Pauline Perry is Chief Inspector for Teacher Training.

... no comment

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From *Le Monde*, June 29

NEWS

Union challenges l.e.a. warning to Bradford race row head

by Bert Lodge

A secret warning to a Bradford head to stop "discrediting" the local authority is being challenged by his union.

Mr David Hart, general secretary of the National Association of Head Teachers, confirmed this week that the union was seeking to have set aside a warning given earlier this month by the education department to Mr Ray Honeyford, head of Drummond Middle School, after an article he had written appeared in the *Yorkshire Post* in June.

In it he accused education officials of starting a McCarthy-like campaign to blacken his name simply because he had expressed some forthright opinions critical of some aspects of multiracial schooling.

"I was informed that my school was to be inspected. Thus my detractors had successfully converted an issue of beliefs into a question of my competence which has never been questioned."

Bradford City Council has 44 Conservative members, 40 Labour and 6 Alliance. Mr Norman Free, last year's Lord Mayor and a Labour member of the education committee, confirmed this week that the warning had been sent, but he was critical of the way the matter had been handled.

"For a start it was supposed to be confidential but somebody obviously deliberately leaked it. The man is an excellent head. The inspectors went in to his school and found very little to complain about."

Mr Free, a councillor for 20 years, said some of his colleagues in the Labour group were over-exercised about the matter when there were many more things to get on with in Bradford education. "They call themselves Labour but spend more time supporting Militant."

After Mr Honeyford had published his views earlier this year, two ward Labour parties, Bradford branch of the National Union of Teachers and the community relations council all called for his dismissal.

Mr Hart, a former solicitor, said he was waiting to hear from the Bradford authority about a date for a hearing, the next stage in the disciplinary procedure, at which he would represent Mr Honeyford.

Stoke score with matchday scheme

A scheme launched by Stoke City Football Club last year, which brings schoolboy teams from their matchday League opponents' area to play local youngsters, has been commended in a report on soccer hooliganism, *Bert Lodge writes.*

The youngsters play on the morning of a Stoke home match. Later, accompanied by parents and teachers, they have lunch then watch the League game.

The report says: "The scheme is designed to encourage young people to meet and talk to opposition supporters in the hope of preventing young fans from regarding supporters of rival clubs as "the enemy."

The report was the outcome of a working party into crowd violence. The working party included representatives from the departments of Environment, Transport, and the Home Office and Foreign and Commonwealth Office also took part.

Criticism of the report was widespread for its "ineffectual proposals", particularly that the Football Association should draw up a league table of clubs whose supporters most consistently misbehave.

The Stoke City scheme, Matchmates, was the idea of the Lord Mayor of Stoke, Mr Douglas Brown, the club physiotherapist in the 1960s. He had earlier started another scheme in Staffordshire, Ladsandads, for boys between what he called "the park swings and youth clubs" age. The teams are managed by parents and are given concessionary tickets for Stoke City home fixtures.

Mr David Capper, Stoke City FC assistant secretary, said this week that Matchmates was aimed at the 10–12 age group for boys who would not be at the level of playing in their school teams. "Of course it would not work when the visiting club was, say, Southampton because of the time it takes to get the boys up here on the Saturday morning. It can only work with clubs from the Midlands."

The scheme was inaugurated in October, 1983, on the visit of Coventry to Stoke.

Concern at science research

The Government should take immediate action to restore funding to scientific research, according to a report published this week.

Lack of cash is driving young scientists and engineers as well as older academics abroad in search of posts with adequate research funds, says a study group set up by the Science and Engineering Research Council.

The effects could be catastrophic, warns the report. Lack of funding will eventually "erode the vitality of university and polytechnic teaching and reduce the quality of trained manpower in science and engineering".

Reduced grants from the University Grants Committee mean that there are fewer staff and that the money has to be used to buy basic equipment.

'Don't back miners' call

The teachers' group of the Conservative Trade Unionists has written to the general secretaries of the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers urging them to take a positive stand against supportive action for striking miners at next week's Trades Union Congress conference.

Mrs Helen Gardener (pictured above), general secretary for the teachers' group and an NAS/UWT member, has asked Mr Fred Smithies and Mr Doug McAvoy not to commit their members to strike action or a levy in support of the National Union of Mineworkers.

The NAS/UWT, as the first teaching union to gain affiliated status in the TUC, "should not sign away its party political independence" by showing support for the NUM, Mrs Gardener wrote. She suggested the teaching unions should encourage the miners to return to work so that the coal industry can become "a contributor to the national exchequer".

Susannah Kirkman on research about youngsters and the arms race

Fears rise about nuclear conflict

Anxiety about the threat of nuclear war is growing rapidly among young people, according to a research review.

Professor Barbara Tizard, of the University of London Institute of Education, says that British youngsters are particularly pessimistic. In a research study of 15 to 18-year-olds last year, 52 per cent thought it was likely that nuclear war would occur within their lifetime, and 61 per cent thought the presence of nuclear weapons did not prevent an attack.

An American survey showed that the proportion of senior high school students who often worried about the nuclear threat grew from seven per cent in 1976 to 31 per cent in 1982.

In neutral Finland, more than three-quarters of 12-year-olds questioned named a probable future war as their first fear.

In an article published in the *Harvard Educational Review* this month, Professor Tizard argues that the findings have far-reaching implications for parents and teachers. She says that many children feel alone with their fears and need reassurance from their parents. "It's a little like sex – a subject which parents don't really want to discuss with their children," she told *The TES*. "Adolescents tend to feel their parents are not very concerned about nuclear war and to a certain extent, they feel let down."

Professor Tizard thinks teachers should not discuss the issue with under-tens. "You can't really have this individual responsiveness to what the children are thinking. A parent can work out better what is worrying the child," she said.

Children need more information so that they understand the facts, she argues. A British study revealed that only 58 per cent of 15 to 18-year-olds knew that nuclear weapons were used in the Second World War, and only half the sample knew that Polaris was a weapon of some kind.

Surprisingly, it seems likely that teaching about the effects of nuclear war may not affect attitudes to nuclear issues. Studies in the US during the Vietnam war showed that boys were better informed about the war than girls, and they more often supported it.

Professor Tizard believes that arousing anxiety about nuclear war is not enough to encourage informed thinking. She thinks the image of war as heroic and patriotic is still very strong. "The ease with which Mrs Thatcher was able to evoke belligerent attitudes in the majority of the British population during the Falklands war is a chilling reality," she writes.

To break down the "identification of patriotism with belligerence", Professor Tizard suggests that young people need to look critically at US and Soviet defence policies, the history of the nuclear arms race and the cold war.

"Young people need to be aware of the tendency of governments to exaggerate and polarize differences between nation states, in order to create a 'devil image' of their opponents," she says.

She feels that attempts by children from different countries to get to know each other may help to destroy stereotyped images. She cites a US project where schoolchildren are making video tapes about themselves to send to Russian schools.

Professor Tizard stresses that children's attitudes are more likely to be influenced by their parents and their peer group than by teachers. "Repeated studies in Britain and the USA have shown that the majority of teenagers share their parents' moral, religious and political beliefs," she said.

More research into the effects of increasing children's knowledge and into different teaching approaches is essential. "If we are to encourage clear thinking".

How American television imagines a Kansas town would look after a nuclear attack. A scene from the film *The Day After* shown in Britain last year.

NAB figures say public sector numbers will rise again in 85–86

2.7% limit set for HE student increase

by Karen Gold

Public sector student numbers will increase again in 1985–86, according to National Advisory Body secretariat figures sent out to institutions this week – but by only half as much as the institutions wanted.

Letters from the secretariat to colleges, polytechnics and local education authorities gave estimated intakes for 1985–86 and asked for comments by the middle of next month. The institutions sent in their first estimates earlier this year: the figures now going out have been adjusted by the secretariat.

Overall they show a total increase in numbers for 1985–86 of 7,100 full-time equivalent students. The total figures in 1984–85 will be 260,300 and in 1985–86, as projected by the secretariat, 267,400, a 2.7 per cent increase. The figures and responses to the letters are to go to the NAB board and committee in the autumn.

Institutions had asked for an overall increase of 13,000, of which the secretariat has rejected 5,900.

In the earlier round institutions were asked to estimate their 1985/86 numbers on the basis of the same intake as in 1984–85. When their replies came back to the NAB, they showed an increase in projected total members for three reasons: lower wastage rates in recent years (attributed partly to intakes of more highly qualified students unable to obtain university places); higher intakes in 1983–84 and 1984–85, and in some cases bids for real growth.

In the letters sent to institutions Mr John Bevan, secretary of NAB, said that the secretariat's approach had been to correct errors and make allowances for things like lower drop-out rates and changes in course length, but "to scrutinize proposals for real growth very closely indeed".

Hence, most of the 7,100 increase is accounted for by growth in previous years. That is emphasized by the much smaller percentage increase projected for 1985–86 first year intake: 0.7 per cent, from 122,700 to 123,500. A few extra have been allowed for particular programmes such as the NAB information technology initiative, but to compensate for that some of the claims for fewer students dropping out or errors have also been disallowed.

The extra numbers will mean a worsening of the unit of resource, though by how much is not yet clear, according to Mr Bevan. The NAB has already predicted that the unit of resource will worsen in 1985–86 by whatever amount pay and prices exceed a 2 per cent rise: since that is unlikely to be less than 2.5 per cent, the unit of resource will be reduced by at least 5 per cent with the extra 2.7 per cent of students included. – *THES*

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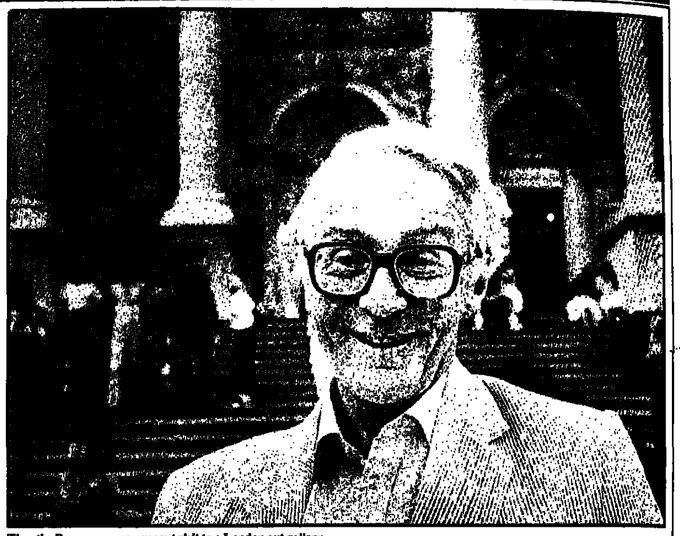
PLATFORM

In the first of two articles on his experiences as a headteacher in Leicestershire, Timothy Rogers looks back to the 1960s and pays tribute to the CEO who established the county's reputation for educational innovation.

Reflections on a golden age



Timothy Rogers . . . on a recent visit to a London art gallery.

By happy chance, on the day of the memorial service at St James's, Piccadilly, for Stewart Mason, an article by Maureen O'Connor in *The Guardian* referred to him as "a great, perhaps the greatest chief education officer of this century". I gave my copy to Elizabeth Mason, so cannot be certain that I have quoted *verbatim*, nor in exactly what terms the article referred to his successor, Andrew Fairbairn, though they were hardly less commendatory.

The writer's purpose was to show how the role of CEO had been made less tenable by the politics of local government, how corporate management had devalued the title still used by Leicestershire, "Director of Education". If I were less naïve politically, I might have used this article to show a corresponding change in the role of headteacher. As it is, its main purpose is to acknowledge, at least by implication, a personal debt to these creative men.

When Don Jones's long awaited biography of Mason is published, it should reveal by what stratagems, by what arts of persuasion and cajolery, that practical idealist achieved acceptance and expression of his ideals by a Conservative education authority under a Conservative government.

It was admiration for his "Leicestershire Plan for the reorganization of secondary education" which led me to apply in 1964 for the headship of the oldest of Leicestershire's grammar schools.

For all his liberal thinking, Mason was an autocrat; and I am proud to think that he had the reputation of always getting his choice of candidate despite the usual formidable array of interviewers. I performed indifferently in front of the panel, nor can I have had much to recommend me either by qualification or relevant experience. But the previous day, in a preliminary interview with Mason and Andrew Fairbairn, then his deputy, we had spent much of the time discussing the Tate exhibition, "54-64: Painting and Sculpture of a Decade". I had held forth at such length on, for example, Francis Bacon and the famous black canvases of Reinhardt that I thought I should ask if I had said enough, and was surprised to be told that I hadn't.

The next day, after blundering my way through a number of educational questions, I was finally bowled one of the famous Mason googlies. If I had only one hour more to live, what previous experience would I choose to repeat? I said then, and cannot think now of a better answer: hearing the B Minor Mass in King's College Chapel. Whether it was because of that, or because – as the then Rector of Market Bosworth told me delicately afterwards – I so obviously *didn't* know the answers to most of the questions, I was offered the job. At least one person present, still a member of the county council, has since regretted the decision, and 'phoned me about three years ago to tell me so at length. But I have never regretted it. Indeed, I cannot think of any job I should rather have been given.

Before I took up the post, Mason summoned me. I had thought this might have been a social occasion, and brought my wife along. She was politely received but fairly quickly dismissed. I was then kindly but firmly told what mistakes I had made in my answers at the interview, and what I ought to have said. I had been asked, for example, to point to a sector of the educational field where particular advances were being made. From limited experience as head of English in a direct grant grammar school in Yorkshire, I praised the direct grant system for providing, as I thought, a unique cross-section of the social strata. I was now told that, while it might be permissible for parents to spend their own money on obtaining a privileged education for their children, it was entirely wrong that they should do so at public expense. What I should have said was that all the most important advances in education were taking place in primary schools, particularly those of Leicestershire.

For four days a week I was to do as much teaching as I could in the grammar school, and try by example to inject what he called "fizz" into a school which he thought deficient in that essential quality. For the fifth day he would send me in turn to a variety of Leicestershire primary schools so that I could see for myself how things should be done. That experience, may I acknowledge, was the beginning of my reeducation.

In retrospect, the 1960s seem a golden age in Leicestershire schools. Sometimes the weekly visit would be to a new building of exciting shape, circular perhaps or octagonal, designed by an architect of originality and often fame. In recruiting private architects, Mason was following in the steps of his friend and pre-war chief, Henry Morris, who had employed Gropius to design Impington. In his 1960 account of the buildings of Leicestershire and Rutland, Pevsner finds that "the clients of architects . . . have not yet understood what the new style in architecture is about"; but, significantly, he excepts "a number of recent schools . . . built in refreshing style". More often the weekly visit would be to a gloomy building of the last century whose interior would, however, surprise one with its life and colour, just as it would no doubt have shocked those shades-of-the-prison-house designers of tall boxes with high windows and bathroom-tile dadoes. I was reminded that the school was not

Over the front entrance there was an inscription . . . "Education is a possession which cannot be taken away from mortal man". . . . As if symbollically, the door below the inscription had been bolted for many years.

the building, a thought which has comforted me since.

The liberation of primary schools from the 11-plus in those areas which had achieved reorganization inspired many new approaches to learning. Each school I visited seemed to have quite different strengths and qualities from every other, almost the only thing in common being "fizz". The variety was a direct consequence of Mason's policy of giving the headteachers he had appointed freedom within an agreed framework, and his encouragement of new ventures.

In particular, there was everywhere support for the arts and for that neglected third R, "wroughting and wrighting". Pictures, murals, sculptures by living British artists, were there to be seen and touched and responded to. In one school upwards of 80 players with all the instruments of a symphony orchestra, albeit of reduced size, gave a tuneful, well-timed performance of a Mozart minuet. My memories of the schools are still vivid, and I know that some of them, at least, have held out against the now threatened return to the dark ages.

The village of Market Bosworth is in the centre of England, a few miles from the famous battlefield. When Lancaster triumphed over York in 1485, its "grammatic schole" – as a document of 1387 described it – was at least four centuries old. What were probably the fifth of the buildings which had housed it – "in a symmetrical Tudor style" (Pevsner) – date only from 1828. They had been put up cheaply: much of the stonework of the front façade, the only attractive feature, had crumbled; heavy slates would fall perilously from high-pitched roofs; waste-bins were permanently sited to catch the water from roof-leaks. One figure remains in my memory. When, in my enthusiasm to put things right, I ordered the immediate replacement of 285 cracked or missing window-panes, I exceeded governors' delegated powers by several hundred pounds, and questions were asked in the education committee.

Over the front entrance there was an inscription – in Greek so that everyone could understand it: "Education is a possession which cannot be taken away from mortal man". Not until 1933 had the school acknowledged a responsibility to mortal woman; nor, during the era of the 11-plus, did it provide for the needs of three-quarters of the age group who failed to qualify. As if symbolically, the door below the inscription had been bolted for many years.

Entry for staff and visitors was by a small side passageway, and provided none of the surprises of my entry to primary schools. Inside was a dark corridor with painted dado; on the left wall an old master in reproduction, on the right a wayside shrine – or so it seemed, but it was sacred only to house points. In the course of time the shrine was replaced by a Richard Smith; Graham Sutherland loaned two of his pictures (because he liked my handwriting, as I tell my unbelieving secretaries); we had a sculpture terrace with works by Barbara Hepworth, Ezra Orion and one of our pupils, and Stewart Mason himself spent two days of a holiday devising colour schemes for redecoration.

My predecessor, William Gosling, who died earlier this month, was a remarkable man. 1983 saw the publication of *Everyman's Dictionary of First Names* of which he was the octogenarian co-author with Leslie Dunkling ("A pity," he said, "that the third letter of his surname isn't a 'c'"). In *School for the Community* (1971), the book in which my colleagues and I described the grammar school's reorganization, I wrote of him as "a fine example of that fast-dying race, the authoritarian headmaster, 'captain of his ship'": *All important decisions affecting persons or principles were taken by him, and with little consultation, for he spurned alike both staff and parent meetings; all school letters were written by him, and in his own hand. Needless to say, he worked long hours in the school's service, and was never happy to be away for more than two or three days' holiday. If he suffered, as we all do, from that occupational disease of teachers, knowing what is best for our charges, he always put first his pupils' welfare and last his own convenience.*

When I learnt that this formidable man was retiring to a bungalow within half a mile of the school, I was as apprehensive as any young successor might be, especially when change seemed necessary. But I did not then know him. Always ready to help, when asked – he was honorary invigilator of public examinations for many years, even when the school had moved from his doorstep – he has never once interfered or criticized, even though much that has happened must be strange or distasteful to him.

And I was otherwise fortunate. In the term's *inter regnum* before I could take up my appointment, the acting-headmaster, who had served the school for over 30 years and was well loved by his colleagues, took the opportunity to try out some of the experiments which his experience had suggested. The experiments were entirely successful; but what I owed most to his example was the manner of their implementation, by weekly staff discussions. In the circumstances I have outlined, this was a revolutionary act, and one to which his colleagues who, like himself, had been raring to go, full-heartedly responded. We – and I use the pronoun with humility – and thanks, not royally – have gone on from there.

Timothy Rogers is to retire in December after 20 years as principal of Bosworth College, Leicestershire.

Continued next week

Stewart Mason (left) and Andrew Fairbairn with the Duchess of Kent at the Jubilee celebrations in Leicester's Victoria Park.

NEWS

'Criterion' marking base on cards for A levels

by Susannah Kirkman

Government advisers are likely to recommend a new system of A level grading based solely on the candidates' marks rather than on set proportions of candidates achieving different grades.

At present, the top 10 per cent of those entering the exam will gain a Grade A, the next 15 per cent a Grade B and so on (see table).

But the working party set up by the Secondary Examinations' Council to look at the inequalities of the present scheme is examining a system of criterion referencing, under which:

- Examiners would decide on the number of marks needed to gain a B or above, based on the quality of the work presented by candidates;
- Examiners would fix a second point below which candidates would fail;
- All the candidates between the two points would be placed on an agreed scale, according to the marks they had gained;
- each grade between B and E would cover the same number of marks.

According to Mr Peter Dines, deputy chief executive of the SEC: "We ought to be able to define excellence. Grade B should be the key boundary and would have nothing to do with norm boundaries."

The working party is being chaired by Professor Jack Allanson of Birmingham University, former chairman of the Joint Matriculation Board. All the GCE boards are represented on it and it is expected to report its findings early next year.

It may also recommend that all borderline papers should be remarked – something some exam boards do not do. Mr Dines said such a difference of procedure was hard to defend.

Uniformity between the grades of different boards is something else under consideration.

Mr Dines also told *The TES* that the controversial, narrow band of marks for Grade C would probably be made larger as "it obviously introduces anomalies".

Under the present system, candidates at the top of Grade D can be separated from those at the bottom of Grade B by five marks – marks which could make the difference between winning or losing a university place, as thousands of sixth-formers find to their cost every year.

Guidelines for A level grading

	Mark range (%)	% students awarded this grade
A	70+	10
B	60–69	15
C	55–59	10
D	50–54	15
E	40–49	20

Government cuts in university places have made the difference between Grades B and D even more crucial this year, when fewer than half of the 117,000 young people holding conditional offers will actually gain a university place in October.

The move for reform has come from the Joint Matriculation Board, which criticized the present scheme's "very serious defects" in its *Problems of the GCE Advanced level grading scheme*, published in June last year.

The secretary of the board, Mr Colin Vickerman, compares the narrow-band Grade C to the human appendix: "Its origin is irrelevant to the present situation." It was introduced in 1960, when universities wanted to allow borderline candidates the benefit of the doubt, as students previously could seldom qualify for a grant unless they gained A or B grades.

The JMB suggests a marking scheme similar to the criterion-referenced plan under consideration by the SEC, but with a 20-point marking scale. It was originally put forward in 1969 and was accepted by the Schools Council after consultation with universities, colleges and schools, only to be turned down by the then Secretary of State, Mrs Margaret Thatcher.

The plan allowed for a margin of error associated with each scale point and it was felt that universities would have difficulty allocating places within such a flexible scheme.

Even if the suggested reforms are finally carried through, Mr Dines admits that university entrance will still be "a lottery". The new system would not mean more candidates going to university, but that different candidates would win the places.

"No amount of improvement can remove the competition", said Mr Vickerman. "Distinctions will still have to be made between the candidates in the middle on the basis of little evidence".

Double courses for teacher retraining, Government told

by Bert Lodge

Numbers of teachers on full-time refresher courses could more than double by 1985–86, and so could the cost, if advice submitted to the Government is accepted.

The Advisory Committee on the Supply and Education of Teachers says the cost of providing the extra courses would be £210m a year. Last year the equivalent of 5,500 teachers were released to attend courses.

Sir Clifford Butler, chairman of the committee and vice-chancellor of Loughborough University of Technology, said the plan to revolutionize in-service training was the most important recommendation that ACSET had ever made.

Mr Stuart Johnson, director of education for Leeds and chairman of the ACSET sub-committee which produced the plan, said the number of new teachers coming into the profession was now small, only 2½ per cent of the force, that training those already in had become more important than training those about to enter.

The plan (outlined in *The TES*, July 20) envisages replacing the present system of funding in-service training by a sum in the rate-support grant (which local authorities may spend as they wish) by a grant earmarked for in-service training and equal to about five per cent of the current bill for teachers' wages.

This would amount to just over £200m, of which at least £100m would have to be extra money from the Treasury, Mr Johnson said. Where the remaining £100m, equivalent to just £1m for each local education authority, would come from was still not clear, Sir Clifford admitted.

"But we don't want to see it pinched from some other part of the school system." He agreed there could be some economies made from the fact that rolls were still falling in the secondary sector.

None of the local authority representatives on ACSET opposed the plan, Mr Johnson said. This contrasts

Sir Clifford Butler: "Most important recommendation"

with the stance they had maintained for years against accepting any directive from central government on how money from the rate-support grant should be divided among local services.

The amount of time teachers can go on courses varies considerably among authorities but the average is about 1.3 per cent of the teaching force or the equivalent of about 2.5 days a year per teacher. This is well below the target of 3 per cent adopted in the 1972 White Paper. "It could be argued that this target is now itself too low on the grounds that new training needs have emerged," the report says.

It also recommends that the Secretaries of State should emphasize to the University Grants Committee, and the National Advisory Body (for the public sector), that in-service training is to be regarded as an area of great importance.

Schools will review their needs annually and submit them to the local authority. These will submit them to the local area committee, one of about 20 covering the country, which will act as "broker" between local authorities and higher education institutions matching needs to provision.

How libraries have been hit by the cuts

Figures released by the Chartered Institute of Public Finance and Accountancy show that there has been a seven per cent reduction in the overall opening hours of public libraries in England and Wales since the reorganisation of local government in 1974.

This is caused by a gradual trend to reduce the number of small services without increasing the number of other branches. The institute's survey, *Public Library Statistics 1984/85 Estimates*, sets out the budget details of local authorities for library services.

It reveals reductions in the number of staff employed, down 1.6 per cent in professional grades and down 6.9 per cent in manual grades. There are planned to be 25,800 staff employed at 3,787 central and local libraries and 369 mobile libraries.

The budget figures show that the public library service in England and Wales is likely to cost £350m which is equivalent to 13.5p per head of population.

US-style youth scheme proposed by SDP group

by Diane Spencer

A national youth community scheme modelled on the American Peace Corps providing up to half a million volunteers was proposed this week by the Tawney Society, the Social Democratic Party ginger group.

Mr Mark Goyder, chairman of the society's research group, said: "There are hundreds of thousands of young people who are looking for a challenge. At the same time, there are equal numbers of elderly people, hospital patients, inner city residents, mentally handicapped, whose lives could be transformed by voluntary help."

Volunteers could help build playgrounds, recover wasteland, restore parks and woodland or help overpressed teachers in class, he suggested.

In the report, *Count Us In*, which will be discussed at next month's annual SDP conference, the society estimates that the scheme would cost about the same as the Youth Training Scheme.

Volunteers would be paid the current Manpower Services Commission rate of £26.25 a week. The cost per placement including supervision would be under £2,500 a year, the society calculates.

Savings in Supplementary Benefit, the value of conservation work and the saving to the tax payers from reduced demand on specific costs such as geriatric beds, would mean that 100,000 places could be created for a net cost of under £104m, and half a million for £1.2 billion.

The report points out that 1985 is the International Year of Youth; "the year when Britain needs to count its pupils' in by offering concrete opportunities to make the country a more civilized and caring community."

The society envisages a decentralized service using existing voluntary bodies such as MIND and Community Service Volunteers to channel funds from the voluntary services unit of the Home Office. A small national unit would promote the idea and act as a clearing house for young people who could not find suitable placements for themselves.

Count Us In is available from the Tawney Society, 18 Victoria Park Square, London E2 9PF, £11.50.

Report calls for youth portfolio

The Government should create a minister for youth affairs, says a report to be published next week by the National Association of Young People's Counselling and Advisory Services.

It calls for a five-year programme to improve the standard and scope of youth counselling services so that each local authority has at least one comprehensive agency.

The report, commissioned by the Gulbenkian Foundation, says there is a "glaring lack of provision in many areas of the country.

Youth Counselling Matters, by Anthony Lawton, published by the National Association of Young People's Counselling and Advisory Services, 17–23 Albion Street, Leicester LE 6DG. £1.50.

Union help sought for sports boost

Teacher unions have been approached by the National Council for Schools Sports for help in arresting the decline in out-of-schools activities, *Bert Lodge writes.*

This comes after a number of approaches the council has made to the Minister for Sport, Mr Neil MacFarlane, the Department of Education and Science, and the Sports Council; all of which have proved disappointing, according to Mr Don Palmer, NCSS chairman.

"We were very sympathetically received but each group seemed to think there was little they could do and suggested somebody else", Mr Palmer, deputy head of Burlington Danes School, west London, said this week. "But we do realize the unions are preoccupied at this time with the pay dispute."

Ironically, the tactic used by the unions in the dispute – the withdrawal of goodwill – can only aggravate the difficulty for Mr Palmer and his council.

At the Central Council of Physical Recreation annual conference last year, Mr Palmer specifically listed trade union attitudes among teachers as one of the contributory factors to the decline of school sport.

In a paper submitted to the unions by the NCSS, the coordinating body for 29 national schools' sports associations, a plea is made for teachers' contracts to identify the expected degree of involvement of teachers in out-of-school activities.

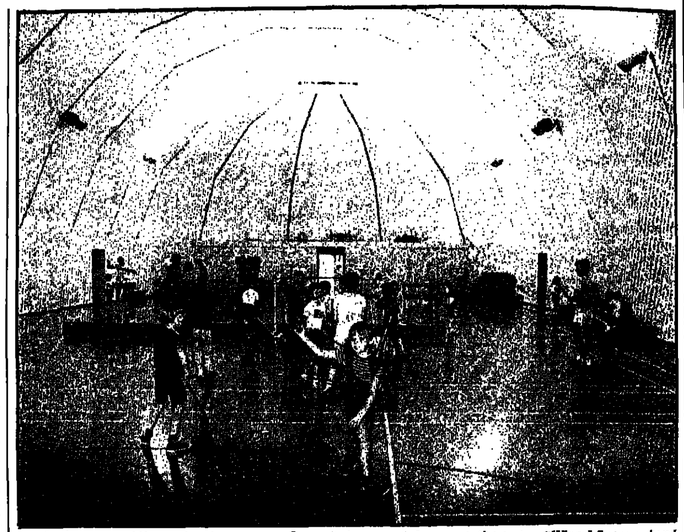
Mr Palmer said that in May DES officials said they could find little evidence to support the NCSS view that school sport had seriously declined.

Nepal Connection: These eight Nepalese children arrived in England this month to start seven years of education provided by the Pestalozzi Children's Village Trust, Sedlescombe, East Sussex, from their Silver Jubilee appeal fund.

PRIMARY

Sarah Bayliss visits a sports centre with a difference, both in design and in its objective of getting all children to believe in and use their own physical potential

All the games a child could want – under one big roof



Something weird and wonderful has landed at Paddington Green, London W2.

It is a huge, cocoon-like structure in light khaki green, laid in between a high rise council estate and an old church yard just off the Edgware Road. The local vernacular dubs it "The Tent" or "The Zeppelin"; architects call it a Spandrell Structure; but to hundreds of children aged 5 to 12 living nearby it is "our sports centre".

The Westminster Children's Sports Centre is a remarkable venture, unusual in Britain. The size of five badminton courts, it offers almost every sport imaginable to children so young they have barely started school. The choice is awesome: volleyball, badminton, gymnastics, trampolining, mini-basketball, tennis, cricket and hockey.

Its official opening, to be attended by Government ministers and Westminster councillors, is not until October. But since the doors were opened in April, 500 children have registered and a core of 50 to 60 have attended virtually every day of the long hot holiday.

Inside it is light, cool and airy; there is nothing oppressive or cavernous about it, unlike many conventional sports centres which costs three times as much to build. "It's a lovely environment for children to be in and they are responding . . . it was a perfect choice," said Wendy Titman, director of the Westminster Play Association whose brainchild it is.

The WPA is the largest voluntary play organization in the country, with a history going back 15 years or more. It is a registered charity and, as an agent for Westminster City Council, provides and manages all types of supervised play facility for 5 to 12-year-olds in the heart of the capital. Adventure playgrounds, after-school care schemes, dance classes, computer "camps" and water sports have all been pioneered by the WPA.

Sadly, its grant from Westminster Council has been cut severely more than once; although authorities from all over the country are applying to visit the new sports centre, Shirley Porter, Westminster's leader, has not yet been there.

It was on adventure playgrounds that the WPA first recognized the need for organized sport. "We could see many young children lacked coordination", said Wendy Titman, "and although they were mad keen to do sports, whenever we tried it they weren't very good. No one had taught them how to catch a ball or how to hold a racket; the average child had never been on a trampoline, except perhaps at Butlins, but there was always a resounding 'yes' whenever we offered it."

Four years ago to meet the children's demand WPA began to hire space in sports centres and school halls for organized sports after school or during the holidays. But within two years things had got out of hand; the demand was too great, the costs were too high and the facilities were too limited for young children in terms of time and space. "We found ourselves competing for space against stockbrokers who wanted a quick game of badminton before catching the train home."

The design of other people's buildings was all wrong too. "Very rarely, if ever, are young children taken into account when sports centres are being built," said Ms Titman. "If you build toilets and wash-hand basins and door handles at adult height you tend to get what grown-ups call vandalism. We don't believe it's vandalism – it's a practical expression of children's difficulty in coping with areas built for larger human beings."

A special subcommittee was set up with experts from the Sports Council and elsewhere, to look at the issues that had been uncovered. Very soon, according to Ms Titman, it was saying "We'll bloody well build our own places".

By happy coincidence the WPA had agreed a few years earlier ("against our better judgment") to take over a council-run adventure playground that had failed miserably. It was a no-man's land, designed by a landscape architect, ignored by children, unpopular with parents and frequented most by tramps and winos. That was the place to transform.

Then, 18 months ago, Wendy Titman heard on the grapevine that the Department of Environment's Urban Programme was underspent. Funds which had to be spent by March 31 were available. Within weeks the design for a centre was chosen – a lightweight aluminium frame, covered with PVC, classed as a "permanent structure". The application was sent to Marsham Street and on the last day of the financial year approval was granted.

"The beauty of the building was that it had a guaranteed fixed cost; the Urban Programme can't handle the ifs and buts of a long conventional building programme," said Wendy Titman. With £168,000 granted by the DoE, the WPA had the building in its grasp but equipment worth £70,000 had to be acquired if a full range of sports was to be offered and every child kitted out. Over 10 months commerce was cajoled (C&A the department store gave £1,000), interest groups were courted (The Lords Taverners are supplying all the cricket gear), and the Sports Council acted generously.

There was a crisis last autumn when the company designing and building the centre went into liquidation. With out that hitch, it would have taken five months instead of 10 to complete. Throughout that period WPA staff were driven on by their confidence in children's potential. Gilda Francois, the centre's sports organizer who has worked in the area for several years, is not alone in condemning the waste of talent in primary schools.

She said: "There's hardly anyone to teach sport, for a start, because all the students go into secondary schools when it's too late anyway to teach basic skills. So the kids get beanbags and hoops. If they're lucky there's netball for the girls, and football for the boys, rounders in summer and athletics on Sports Day."

According to Wendy Titman, "A lot of kids are labelled at school as not being very good at sport. We believe it's not that they're not very good, it's that they've never been taught".

Both women quickly dismiss accusations that they are on the lookout for future Olympians, and hate to be identified with the "sports excellence brigade".

Ms Titman said: "In the end we'd like the kids to be able to enjoy a game of badminton with friends. But unless you start them young they get self conscious. At this age", she said gesturing to the hall full of 50 children aged eight on average but ranging from 5 to 12 and all shapes and sizes, "they can join in and make mistakes and aren't too afraid of making fools of themselves".

An early start is especially important for girls who get inhibited about their bodies. With both sexes an early start can also mean the development of "cooperation rather than competition".

"It all seems good natured . . . We're exploding all those ridiculous myths about the need for competition in sport," Ms Titman said.

Throughout the summer the centre has been open six days a week for two sessions a day, each almost three hours long. During term-time children can come for one or two sessions after school from 3.30 to 8pm and parents can join in "family night" on Wednesdays. One session costs 30p, two cost 50p. The pricing policy is carefully worked out: "We know that some could pay a lot more but there are others who would disappear the minute the cost went up," said Ms Titman. The area contains social extremes; mixed in with children from the tower blocks there are those from the comfortable mansion flats of St John's Wood with a nanny to pick them up at the end of the day. But virtually none of the children has a garden.

For the first two hours in a session children are offered 30 minutes each on four sports, with the choice changing every day. In the last 45 minutes each child can pick his or her favourite sport. Sometimes there is 30 minutes of "potted games", an entertaining combination of training exercises such as dribbling a ball, throwing or passing it. At the end of each session they play "mass games" – a complex game of "tag", for example, which all children play together.

There are seven sportsworkers including Gilda Francois, and most are trained teachers of physical education. In addition there are two experts in trampolining and gymnastics who are paid by the hour.

Groups of around 10 children work with a different member of staff for each half hour; they play concentratedly with the teacher as well as with each other. Inevitably, some of the time children are waiting for their turn with the teacher, but they stand in an orderly line, talking quietly and watching, or sit cross-legged on the floor.

Jolene Freeman, aged eight and a regular attender since April, beamed a broad smile when asked why she liked the centre. "When I first came here I couldn't hit the shuttlecock. I didn't know what it was, even. I'm really good at it now. I'm working for a badge on trampolining and I play mini-tennis and gymnastics. There's Lee and John from my school and Dawn and Charlie. Loads of us come here. My mum says it's worth 50p because I'm here all the time and she can get on with her work at home."

Alexander, who will be seven next month, is as keen as Jolene but staff point him out as one of a small number who have made "astonishing progress". Socially he is a different child from the shy boy who arrived in April, he has lost weight and is well coordinated. His mother, Mrs Myrna Hayter, an antiques dealer from St John's Wood, said the headmistress of his prep school had commented on the change. "He is more sociable, less volatile, and calmer," she said.

Mrs Hayter had believed Alexander was hyperactive. "He's always been lively and intelligent but his boundless energy was a problem. Suddenly he's got somewhere to burn off that energy and enjoy himself. He's pretty hot at hockey and enjoys everything else. It's a wonderful outlet for a town boy like him, with no garden to play in."

Ross Harman, a busy little Cockney with a mini hockey stick in one hand, said: "It's good here, I like all sports". His manner was straightforward – as if everyone felt the same as he did. His family lives in a tower block overlooking the sports centre. His father, Ken Harman, is a printer working long hours in a small publishing house.

"Ross is over the moon with sports and the centre is just marvellous for him," he said. "I take him over on Saturdays as well and watch him play. He is really cooped up here and yet he's a very active boy."

Ross is already showing remarkable talent at mini-tennis and his potential poses a big question for staff and the centre. So far their policy has not been to offer intensive coaching – they haven't got the funds even if they wanted to. But watching Ross's rapid development over a matter of months has prompted them to look at ways of handling special coaching. Local club coaches are being offered space to train at the centre if they also include local children. And in the autumn a study day will be held with clubs' governors to see how else they can help each other.

"We knew the potential was there," said Wendy Titman," but this has been an absolute eye-opener. Our biggest poser is knowing what to do with a child like Ross. Perhaps some tennis clubs would say they'd welcome him. Our experience in the past has been that they're just not geared for little ones."

He certainly couldn't reach the taps to wash his hands.

Gilda Francois, sports organizer, and customers Jolene Freeman – "I'm working for a badge on trampolining" – and Ross Harman – "over the moon with sports".

SCHOOL TO WORK

Why ailing Britain needs a good VET

Research shows that the UK must restructure its vocational education and training to compete in world markets. Mike Durham reports.

Major changes will have to to be made in vocational education and training if Britain is to compete successfully in world markets, according to a report published this week.

Competence and Competition, by a research team from the Institute of Manpower Studies at Sussex University, says more stress should be laid on flexibility and self-reliance among young trainees.

It also recommends a programme to achieve high levels of attainment in core subjects – the 3 Rs – and a greater contribution from employers on vocational training after school.

The report was commissioned jointly by the National Economic Development Council and the Manpower Services Commission. Its authors, Chris Hayes, Alan Anderson and Nickie Fonda, compare Britain's vocational education and training (VET) policies with those of its main economic competitors – West Germany, the United States and Japan.

Each country, they report, has developed its own vocational training programmes to suit its culture and history. But, they say, Britain can learn valuable lessons from the comparisons.

The report says Britain is the only one of the four in which most 16-year-olds leave school in search of a job without being offered any further vocational education.

In West Germany, over 65 per cent of school-leavers enter VET, either in full-time vocational courses or in a joint state-employer sponsored "dual system".

In America, VET is offered to most high school students and there exists for school-leavers a "vast non-system" of public and private colleges, "trade" schools and on-the-job schemes.

The authors say that in Japan "the thirst for education is obvious . . . Japan has, in a single generation, become a mass higher education nation". But the Japanese system emphasizes lifelong education rather than vocational training.

The report spells out that to achieve effective performance at work – not, traditionally, one of the aims of education in Britain – "flexibility and self-reliance need to be recognised as objectives".

In all the other countries, government takes a less important role in vocational training, while employers and trade unions take more responsibility than they do in Britain.

An unexpected finding was the importance of the "pro-active" role expected of, and by, individuals in other countries. Among 24 recommendations for "reinvigorating" Britain's VET system, the authors suggest:

- At least 85 per cent of school leavers should reach "acceptable standards" in a core curriculum including the 3Rs;
- 16 and 17-year-olds should be withdrawn from the labour market and offered a qualification relevant to their work;
- UK should aim to enable 80 per cent of young people to enter employment at 18 with a qualification relevant to their employment:
- The Youth Training Scheme should be more occupation-orientated;
- Employers should take the lead in providing vocational training, accrediting courses, and ensuring that work experience schemes are relevant;
- Trade unions should be more active in helping with training and work experience schemes; and
- There should be no falling off on public expenditure on VET despite the recession while spending by employers and individuals themselves should be increased.

An individual's "pro-active" role is also stressed. The report says: "The time has come for individuals to see that their desire for learning is relevant to their employment roles."

Individuals need to be better informed about how vocational training can help them get work and be more competent in a job. "The education service and the media could show individuals the rewards – both economic and qualitative – of reliance on one's own efforts and of using learning at work." Individuals would then take on more responsibility for their own vocational education and invest time and money in their own futures.

Among Britain's major competitors, the report says, qualities such as team work, flexibility and the desire to learn are explicitly included as part of vocational education and training programmes.

But in Britain, it claims, "the tendency is to regard these as 'personal qualities' rather than vocational outcomes."

Competence and Competition: Training and Education in the Federal Republic of Germany, the United States and Japan, available from NEDO Books, NEDO, Millbank Tower, Millbank, London SW1P 4QX, price £6.50.

United States

Shaping their own destiny

The United States is still "the land of opportunity" where individuals are expected to shape their own destinies, and success is measured in dollars, says the report.

The VET system reflects this, with little involvement of the Federal Government. The process is a "vast non-system" with schools, 1,300 two-year colleges, 3,000 four-year colleges, thousands of "trade schools" and "in-house employers" schemes all contributing to the picture.

In any one year 15 million young and adult Americans are on vocational courses in schools and vocational centres, with 6 million on off-the-job courses run by employers. Most high school students go on to higher education or training and VET is highly valued.

Americans expect to pay for vocational training although employers often cover tuition fees and award grants. Employers often expect employees to train in their own time.

West Germany

A dual system

With West Germany's traditions of discipline and hard work, the VET system is well organized. Its aim is that "every person entering the labour market should be occupationally competent and qualified," says the report.

At 15-plus nearly 70 per cent of school leavers go into an apprenticeship and 20 per cent on to higher education. There are 450,000 "approved training firms" offering a choice of 439 recognized training occupations.

Under a "dual system" employers provide the training and regional governments provide block release colleges. Employers pay 80 per cent of the cost. In 1980 the cost of initial VET was £6.9 billion – about £113 per head of the population.

Japan

Developing the 'whole person'

In Japan the "thirst for education" is obvious with a high participation rate. Specialization is avoided at all levels. Emphasis is on the education of the "whole person".

There is no compulsory vocational training at school and employers frown on over-specialized training. They prefer "socialized, adaptable 'blank sheets' . . . conflict between what education provides and what industry needs is almost non-existent. There is less concern with what applicants know than with their willingness and ability to learn."

The Japanese spend 10 per cent of their national income on education. Yet school and college training can be very expensive to individuals or their families.

Most vocational training begins at work with the private sector making the biggest contribution. There is a massive emphasis on on-the-job training and organizational flexibility.

Group working, quality control circles and job rotations are all encouraged. "They explain much of Japan's ability to adjust to change in product markets."

Careers Diary

by Brian Heap

A new booklet "Graduates and Jobs" (HMSO £2.20), circulated by the DES to all schools is a publication which should be carefully scrutinized by all subject teachers as well as pupils intending to apply for places in higher education.

Time rarely permits teachers preparing students for A levels to look beyond the syllabus and into undergraduate courses and employment thereafter, but both these elements are important to the university, polytechnic or college applicant.

The booklet reports that some school and degree courses offer little help to the student in finding a job after graduation, and for a number of students three years in full-time employment appears more beneficial for their future careers than a similar period at university.

Qualifications in medicine, accounting, electrical engineering (including electronics), civil and mechanical engineering, mathematics and computer science, business studies, economics and law are listed as most useful in terms of employability – with philosophy and zoology the least.

Commerce is said to be prosperous, with a strong demand for graduates with accountancy and economics training.

Problems exist, however, for those with degrees in arts, languages and non-business-related social studies. This is because their main traditional employers – the public services and teaching – have reduced recruitment, and because the number of students continues to grow.

Trouble at State Mill...

by Sue Ashby

Rochdale State Mill Education and Training Unit, which received large-scale funding from the Manpower Services Commission in June, has run into trouble with the National Association of Teachers in Further and Higher Education.

Jobs for two training designers, a counsellor and two open learning tutors, advertised at the beginning of August, have been blacked by the union and are now the subject of an official dispute because of a refusal by the Rochdale local education authority to employ staff for the unit – an old mill which has been turned into a training centre – on the nationally agreed conditions of service for further education lecturers.

The authority, which received a request from NATFHE last week to meet a national delegation, is telling applicants that the posts are not lecturer posts in the traditional sense, that the unit would have to open for 50 weeks a year, and that under the present budget it cannot afford to appoint cover for full-time staff holidays under FE conditions of service.

Conditions quoted by Rochdale further education department to applicants include a 36½ hour week, five weeks annual holiday, and teaching hours for the posts of open learning tutors that will be "informally arranged".

Mr Peter Blackmore, Rochdale's deputy chief education officer, said that the authority was not discussing terms of contracts or conditions of service until the interviews were held. "Of course there is nothing rigid about the conditions of service – they are negotiable – but if candidates insist that they work under further education conditions of service we are not interested. We want people who are flexible and willing to change."

He said he wanted to attract people from professions other than education and that "Applicants from commerce and industry could be put off from applying for the jobs unless they find working hours similar to those they are used to".

Rochdale was not recruiting cheap labour, he said, and referred to salaries offered – equivalent to Burnham lecturer 2 for the open learning tutor and counsellor posts, and to Burnham senior lecturer for the training designer posts.

"Our careers staff here see the counsellor's salary as very attractive. They all want to apply for the job."

Mr Jimmy Munnery, assistant secretary of NATFHE, said that the union's officers were seeking to clarify with Rochdale which of the posts advertised were FE posts. "We are not seeking to change administrative jobs to further education jobs, but if the State Mill unit has to operate 50 weeks a year we have agreements to cover FE staff working there," he said.

Personnel managers voice concern at introduction of CPVE

Fears YTS may be blocked

Opportunities for extending YTS may be undermined by the introduction of the proposed Certificate of Pre-Vocational Education, according to the Institute of Personnel Management.

The institute, in its comments on the consultative document published by the Joint Board for Pre-Vocational Education, advocates the extension of YTS courses to two years. But it fears that the CPVE, which is also aimed at 16-year-olds, may undermine this objective by competing for students and resources.

While welcoming certain features of the CPVE programme, the institute is concerned that in being offered as a school or college course, the CPVE will be viewed as a "safe" and "respectable" alternative to YTS.

Young people and their advisers need to be made fully aware of the differences between YTS and CPVE and the implications of following one route in preference to the other, says the institute.

For example, because they can offer a potential employer practical work skills acquired during both on and off the job training, YTS youngsters are likely to have an advantage over CPVE graduates in the labour market.

The proposed CPVE programmes have many excellent features, says the institute, and it believes they should be made available to all school pupils. Parts of CPVE are essentially pre-vocational.

As a result, the institute suggests that CPVE programmes should be offered to pupils before they complete their compulsory education, perhaps at 14. Schools must not neglect to provide wider opportunities for pupils, believing that their needs can be catered for post-16.

The institute stresses the urgent need for coordinating YTS and CPVE and, indeed, calls on the Joint Board to determine policies, in association with other interested parties, which promote integration and rationalization of education provision in the 14–18 age group as a whole.

CPVE will be yet another programme which employers will be asked to support by offering work experience placements.

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NEWS

Treasurers gain power at expense of CEOs

by Mike Durham

Chief education officers have "lost ground" to local authority treasurers as local government finance has become more complicated, according to a new study soon to be published by the Institute of Education.

The report, *Education and the New Block Grant*, also claims that education officers and councillors do not know enough about the details of the Government's rate support system. It describes knowledge of grant mechanisms as "patchy".

The survey is based on interviews with chief officers and members of six representative l.e.a.s.

Financial pressures coupled with the sheer complexity of the block grant system have strengthened the hand of town hall finance officers compared with educationists, the report says.

Increasingly, local treasurers have gained in status because of their ability to understand the system and explain it. They have proved more able to steer councils through times of uncertainty, and to supply the accountancy "know-how".

Councillors have come to rely on treasurers rather than education officers to help them achieve policy goals because of their skill at "creative accountancy" and their role as an "interpreter" of the Government's regulations.

At the same time, decisions in local government have become more overtly "political", with smaller groups of senior councillors assuming more important policy-making roles.

Leading local government politicians had recognized the need, in a more severe financial climate, to channel limited resources into the highest priority political objectives. Chief education officers needed to be aware of this. Education officers, the report says, "need to regain the influence lost to the financial interests".

It also recommends that education officers should be clear about their own priorities – and to make politicians aware of them early on – in the light of the more "political" atmosphere of local government.

Chief education officers' knowledge of the block grant system is "patchy", the report says. Four of the six CEOs interviewed had a good grasp of the system's finer details, but two considered it was "not relevant".

"Familiarity with block grant terminology is certainly necessary for today's CEO in any negotiations with finance colleagues," the report says.

It goes on to recommend that every CEO should be "conversant" with the small print of block grant regulations, particularly education GRE' – the sum of money which the Government calculates each l.e.a. should spend to maintain an adequate education service.

Most of the treasurers interviewed for the survey admitted they did not routinely pass on to CEOs information about their education GREs – but two of the CEOs declared they were not themselves interested in the GRE details because they were "not relevant" to budgetary decisions.

The report calls for more information of this sort to be made available both to chief officers and to the public.

But the decision-makers who know least about local government finance are the councillors, including members and even some chairmen of education committees, according to the report.

"Officers, and treasurers in particular, considered that the ordinary member had no need to understand the system and probably couldn't anyway," says the report.

Says one county treasurer: "The block grant has forced members into the situation of taking political decisions in a state of incomprehension."

One chief education officer told the report's authors that education committee members "wouldn't know a GRE from a GCE".

Even those chief officers and senior councillors who had not got a grasp of the system felt ordinary members did not need to know the details because a full understanding of the complexities was "irrelevant" to the decisions they had to make.

Among other recommendations to chief education officers and chairmen in the light of the block grant system, the report says l.e.a.s should try to ensure that spending on specific government initiatives is excluded from block grant calculations and does not incur penalties.

But it says education officers should resist the temptation to let local concerns override "wider aspirations for an equitable national education service".

Government education administrators, it says, should reconsider their views on the way priorities are determined at a local level. The Government's concept of "feedback" is "too simplistic and ignores the political environment and nature of local decision-making".

Education and the New Block Grant, by Alan Crispin, Francis Marslen-Wilson and Caroline Bridges. London University Institute of Education, 59 Gordon Square, London WC1H 0NT for further information.

Hair-rasing experience

A sixth-former gets to grips with a powerful charge of static electricity from a Van de Graaff generator at Goverton Comprehensive in Gorseinon, West Glamorgan. The photograph is one of a selection by John Harris, a former teacher, who is to exhibit them under the title, "Gowerton – Portrait of a Comprehensive School", at Clydach Teachers' Centre, Swansea, from September 10.

Biddy Passmore reports on a small art school's fight for survival

When one course keeps a college open

Falmouth School of Art has won the support of leading politicians and figures in the art world in its fight to stay open and stay unique.

The small art college, which lies on a beautiful site on the south coast of Cornwall, is the only publicly-funded institution in the country to concentrate exclusively on fine art.

It has therefore attracted the unwelcome attention of the National Advisory Body for local authority higher education.

In its attempt to rationalize art and design education, NAB has written to all institutions offering only one advanced course in the subject asking how they would react to closing the course next year or using it as the basis of a larger centre for art and design education. One course on its own, NAB argues, is academically at risk; it is also expensive.

Falmouth School of Art

But Falmouth is the only one of the 25 or so institutions involved where closing the course would mean closing the school. Out of its 230 students, 130 take the three-year BA in Fine Arts; the rest are either 18-year-olds doing a one-year foundation course or younger students taking a non-advanced DATEC course.

Mr Ian Carrick, the acting principal, has replied angrily to the NAB letter, stressing the high quality of work at the 87-year-old school and the successful record of its graduates, more than a fifth of whom have gone on to post-graduate work in the last five years. He has also complained that NAB gave the school only six weeks to prepare its response.

Mr Carrick said this week that powerful figures in the political and art world had written to him pledging their support for the school and promising to write to Sir Keith Joseph, the Education Secretary. Cornwall education authority has written to NAB to protest about the threat of closure.

"We can't deny that we're geographically isolated although we would deny that our students suffer from it," he told *The TES*. "The school is situated in the area of England which has perhaps been most influential in art and design in the twentieth century. Students come because of that connexion and also for the landscape."

The alternative to closure suggested by NAB – that Falmouth might be "built into a larger centre" – is just as strongly resisted by the school. The staff understand it would mean merging with Cornwall College of Further and Higher Education, 12 miles across the neck of land near the North coast at Camborne.

"We'd certainly like to grow where we are, but not by means of a merger," Mr Carrick said. "We'd like to grow on the unique campus we have." Falmouth was not opposed to developing a design course but it was hard to think of one linked to local needs, he added.

The technical graphics course at Cambourne and the Fine Arts course at Falmouth were "poles apart", Mr Carrick said. "If we lose our uniqueness, our recruitment will go too. We'll become just like any other course anywhere else in the country."

History should make pupils proud – Sir Keith

by Hilary Wilce

History teaching should foster in pupils a sense of pride in Britain and its achievements, according to Sir Keith Joseph, the Secretary of State for Education and Science.

British history should be central to the history syllabus taught in English schools, and should lead schoolchildren to decide "which aspects of national events, institutions or culture are most deserving of admiration".

But that does not mean pupils should be given an uncritical "nationalistic" approach to their country's history, Sir Keith told a conference of American historians in Berkeley, California, recently. And they should put their country's past into a wider context.

"The apocryphal newspaper headline 'Fog in Channel – Continent Isolated' may convey the stage Englishman's view of the outside world; but the fact that it has entered the national store of humour shows that the statement's absurdity is appreciated".

Sir Keith said there were four main principles which should govern history teaching:

● Pupils should be left with "a map" which would enable them to relate past events in their own and other countries to each other chronologically, and which would include "the most important features of the historical landscape of his own country and of the world";

● The subjects pupils learn about should be coherently related to each other; "information overload" must be avoided;

● Pupils should be made aware of "the dangers of anachronism" and study material which "encourages the growth of empathy – a sympathetic understanding of the past". Without this pupils can come to see past actions and ideals as "comical, malevolent or meaningless", and assume that "we now know better";

● Pupils must study a balance of political, economic, social and cultural history.

Sir Keith, who was addressing a University of California conference on "History in the public schools", told his audience that although the British Government was trying to reach agreement on the broad content and objectives of the school curriculum, it had no intention of intervening with local decisions about the syllabus content of individual subjects.

Race study 'inadequate'

Fifty students who completed a Post-Graduate Certificate of Education course at Sussex University in July signed a petition demanding that the course should do far more to combat racism among teachers.

They acknowledged that the course, in offering a three-day conference on the subject, did more than most courses to look at the problems. But "for a course which claims to offer the conditions whereby theory and practice can feed off each other this is grossly inadequate. The question of racism has remained largely invisible and dealing with race and education in three days at the end of the course, after assessment exercises have been submitted, has the effect of marginalizing the issue – a question of institutional racism?"

Mr Neville West, the course director, said the points raised by students would be incorporated in discussions about programme planning. It was a very serious area, which was already a significant part of the course. "One of the problems with the PGCE is that it is only a year long, and how do you get a quart into a pint pot?"

He also resented the idea of a petition, he said. "It puts out a message of conflict, when there absolutely was not any such conflict". The ideas had been discussed fruitfully between himself and the students, he said.

● Teachers should be trained to fight racism, says the National Association for Multiracial Education in a new document published this week.

Every teacher is morally responsible for promoting equality and justice in all aspects of education, says the association, which describes multicultural education as "tokenist" and based on a rationale of cultural disadvantage and racial tolerance.

Detailed proposals on how teachers, students and colleges can combat racism are contained in "Teacher Education, a statement by NAME", available from R. A. Braunholz, City of Birmingham Polytechnic, Westbourne Road, Birmingham B15 3TN.

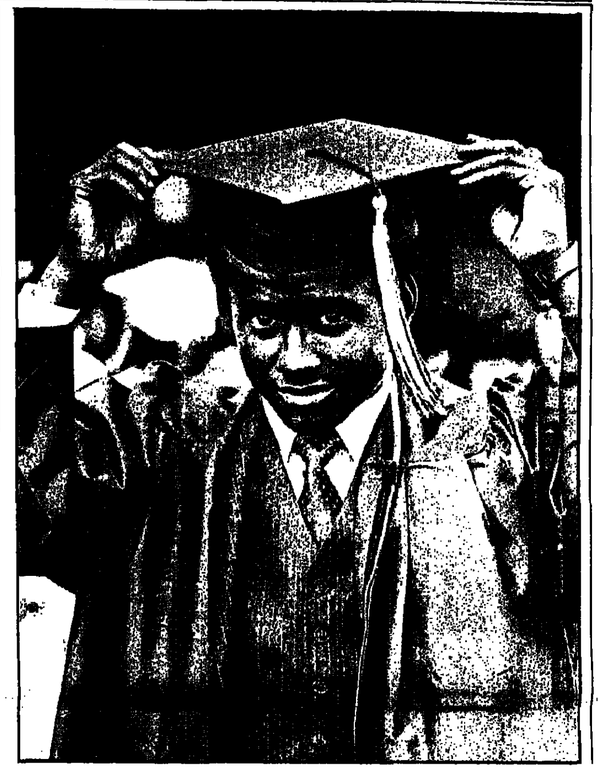
PHOTO REPORT

New York, Summer 1984

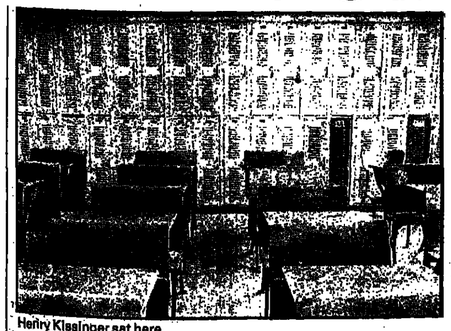
Below the demilitarized zone separating the Bronx from Manhattan, lies Washington Heights, a patchwork of decaying housing projects and abandoned cars. George Washington High School is the neighbourhood's pride – the teachers like to remind graduating Greek, black and Puerto Rican students that Henry Kissinger is an alumnus of the place. But their lasting impression is of armed police patrolling dimly-lit corridors to keep a lid on the warfare that exploded two years ago between rival drug syndicates.

TEXT/PHOTOS BY JUDAH PASSOW

Right, the High School yearbook – to have and to hold. Below, after graduation . . . what next? Far right, what every parent wants to see.



CLASS OF EIGHTY-FOUR



Henry Kissinger sat here

Final exams

Outside the school gates – Mean Streets

Steel reinforced doors at the main entrance. No more war

"Promise you'll write?"

The last illicit cigarette

Why black students are voting with their feet

SOUTH AFRICA

Jean Hey reports on a new wave of school boycotts over electoral reform

South African schools and universities have been in turmoil over the past two weeks, with well over 500,000 black and coloured students boycotting classes.

Students of all races have joined the protests against the "new deal" elections held on August 22 and 28 to establish a parliament for South Africa's Indian and coloured population.

The elections have been condemned as racist and undemocratic because they exclude blacks from the new parliamentary system and will ensure whites hold the majority of seats.

Thousands of students from the coloured University of the Western Cape stormed the Senate building earlier this month. They ripped out a bronze plaque laid by Mr B J Vorster, a former Prime Minister, and attempted to smash it on the pavement.

And as they marched back to the campus they were met by policemen armed with submachine guns and *sjambok*s (leather whips).

At many other coloured tertiary institutions the boycotts have, however, been peaceful. In an attempt to make their studies more socially relevant, students have replaced normal studies with drama sessions, poetry readings and quizzes – most with a political slant.

The number of black pupils boycotting classes has now risen from about 6,000 in May to at least 20,000 – most of whom are in the Transvaal.

On several occasions in the past month police have used tear gas to disperse rioting black children. Pupils have also attacked teachers and set fire to schools. One pupil caught in the cross-fire later died of a bullet wound.

In an effort to quell the troubles, the Government suspended classes indefinitely at about 20 black schools during August alone. Many will remain closed for the rest of the year.

This latest surge of boycotts and the subsequent closure of schools has grave implications for black education in South Africa. Black schools are already drastically over-crowded and educationists and politicians fear that the upheaval will send the failure rate among black pupils soaring.

Only half of last year's black Matriculation (between A and O levels) candidates passed. This year, the number is expected to drop still further.

Even government officials recognize 1984 as one of the worst years for black education. "If we do not have an outflow at the top of the schools this year there will be a serious accommodation problem and pupils will suffer. These people have had their chance now and they may not be allowed back," Mr Job Schoeman, the chief public relations officer for the Department of Education and Training, told *The TES*.

A number of individual grievances have sparked off this year's black school boycotts. They include:

- ☐ rejection of an age-limit for pupils;
- ☐ rejection of corporal punishment;
- ☐ the demand for a students' representative council to replace the old elected prefect system.

But both government officials and their critics agree that these demands are a front for deeper issues. The present age limit of 20 affects less than 319 of the 1.7 million black pupils according to the Department of Education and Training. As for the replacement of the prefect system, the Government is adamant it will not bow to that demand.

"The students' representative councils would be out and out political organizations that would try to control the schools. We believe SRCs would demand their own offices, typewriters, outside telephone lines, and insist on a direct say in the hiring and firing of teachers," said Mr Schoeman.

The DET maintains the boycotts are instigated by "outsiders" and that many students have been intimidated into not attending classes.

Stepping up supply

UNITED STATES

Peter David on renewed fears of teacher shortage

The United States will face an educational disaster of epic proportions unless it makes a desperate effort to avert a massive shortage of qualified teachers, according to two new reports published last week.

One of the studies, by the Rand Corporation, says building an adequate teaching force might be impossible unless pay scales for teachers are virtually doubled to put them in the $20,000–$50,000 (£15,400–£38,000) range.

Rand bases its gloomy conclusions on a confluence of several trends in the teaching force, including a exodus of younger teachers to other professions and growing unhappiness on the part of teachers who hold degrees as well as teaching certificates. These teachers, the report says, are particularly unhappy with their lower pay and status and their lack of classroom autonomy.

If these trends continue unchecked, the report adds, teaching will become a refuge for the least able, as bright young graduates flock to more lucrative careers and experienced teachers retire.

A similar warning is contained in a separate study released last week by the American Federation of Teachers, the country's second biggest teaching union. It predicts that over the next 10 years the demand for teachers will so outstrip supply that a crisis can be averted only by an "immediate and radical" improvement in pay and status.

The AFT survey says that between 1973 and 1977 there was a buyers market. But by 1983 this had changed and on present trends, the federation warns, the supply of teachers as a percentage of demand will slump to 65 per cent by 1992.

In California alone, the report says, more than 150,000 new teachers will be needed by 1992, and in some cities shortages are already making themselves felt. Los Angeles, for example, faces a shortage of 1,400 qualified teachers next term and New York has recently been forced to modify its normal certification requirements to bring its teaching force up to strength.

Both new reports say shortages are most acute in maths and science. According to the AFT figures, the number of new maths teachers fell by 80 per cent between 1971 and 1980 and the number of new science teachers by 68 per cent. By 1995, the union estimates, some 300,000 new maths and science teachers will be needed – more than are currently employed in the schools.

Mr Albert Shanker, AFT president, claims the shortages have already hit recruitment standards. He said: "Many school districts are so hard-pressed to find qualified maths and science teachers that they will settle for anyone who has a temperature of approximately 98.6 degrees.

"While I understand their plight I fail to see how hiring unqualified individuals will guarantee that our students are proficient in maths and science. Becoming a maths and science teacher must be made as attractive as entering industry to turn this disgraceful situation around."

Maths and science are not the only shortage areas, however. A recent survey indicated severe shortages in data processing, bilingual education, special education and vocational education. And increasing primary rolls in many parts of the country are creating a shortage of kindergarten and primary school teachers.

Like the Rand Corporation, the AFT sees higher salaries as a key element in attracting more people into teaching, but warns that better pay alone is not the answer. According to Mr Shanker, it is just as important to give teachers bigger professional responsibilities and give them more say over the curriculum and the running of the schools.

'Same again' for the Republicans

The Republican National Convention in Dallas last week adopted a staunchly conservative platform for education in November's Presidential election, reinforcing many of the controversial measures espoused by the Reagan Administration over the past four years and making no concessions to moderate opinion within the Republican Party, writes Peter David.

Key elements of the platform include support for voluntary school prayer, and tuition tax credits for parents who send their children to private schools. It also opposes compulsory bussing, questions the value of sex education, calls for a return to basics and suggests that Federal aid for disadvantaged children should be converted into a voucher system.

Although the platform stresses that education is primarily a local, rather than a Federal, responsibility, the party is keen to ensure that President Reagan receives credit for having initiated a year of far-reaching reforms within the education system.

It says: "Ronald Reagan's significant and innovative leadership has encouraged and sustained the reform movement. He catapulted education to the forefront of the national agenda and will be remembered as a president who improved education."

Recognizing the increased importance attached to education by the general public, the party appears to have dropped its proposal to abolish the Federal Department of Education created by President Carter, but it describes as "a disastrous experiment" the attempts by the Carter Administration to move towards more centralization for American schools.

On sex education, the Republicans say that good intentions do not always produce good results. "We therefore urge our schools to evaluate their sex education programmes to determine their impact on escalating teenage pregnancy rates".

The platform also applauds the Administration for promising to reduce the ability of pupils to use legal redress for disciplinary action by teachers or school administrators.

In Washington, meanwhile, vice-presidential nominee Geraldine Ferraro, a former AFT member, promised the federation's annual meeting that a Democratic administration would make education a top priority, increase pay for teachers and emphasize the importance of maths, science and languages.

NEWS

NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

Mr David Paterson, former deputy head of Farlington School, Horsham to be head of Charmandean School for Girls, Buckingham.

Mr Edmund Lowe, deputy head of Christ the King Roman Catholic Primary School, Tollington Park, to be head of St Monica's Roman Catholic Primary School; Hoxton.

Mrs Elizabeth Peel, deputy head of Belmont Primary School, Chiswick, to be head of Oratory Roman Catholic Primary School, South Kensington.

Sister Mary Lees to be head of St Augustine's Roman Catholic primary school in Sackenham. She was formerly deputy head.

COLLEGE APPOINTMENTS

Mr Ian Horabrugh, deputy warden of the Inner London Education Authority Music Centre, to be vice-director of the Royal College of Music. Mr Jasper Thorogood, assistant director of studies at the College, to be registrar. Mr Nicholas King, director of music at Hemel Hampstead School, to be assistant director of studies.

Miss Janet Trotter, Head of Professional Studies at King Alfred's College Winchester, to be Vice Principal of S Martin's College, Lancaster.

CONFERENCES...

September 2–8

Fifth European Conference on Economics Education at Holly Royde College, Manchester. The theme is economics in general education: improving economic literacy. Delegates from ten member countries of the EEC are expected to attend. Details from the Conference Organizer, Department of Education, University of Manchester, Manchester M13 9PL.

September 22

Getting into University: a seminar for A level students, their parents, teachers and careers advisers on choosing a course and college, admissions procedures and application strategies. The seminar from 10 am–1 pm or from 2 pm–5 pm will be held at Imperial College, London. Speakers will be Brian Heap and Stephen Lamley. Admission £9, reductions for groups. Details from Jane O'Reilly, Careers Consultants Ltd, 12/14 Hill Rise, Richmond, Surrey.

October 2

A regional training day organized jointly by the Children's Legal Centre and The Spastics Society for parents, professionals, voluntary workers, education officers and anyone concerned with the workings of the Education Act, 1981 to be held at the University of Liverpool. The day includes background information, issues in special education, integration, strategies for representation, and the new role for parents and professionals as partners. Details from the Centre for Studies on Integration in Education, The Spastics Society, 16 Fitzroy Square, London W1P 5HQ.

EVENTS...

September 13

The Inner City Education Lecture will be given by Professor Carol Dweck on Motivation to Learn and Views of the Self at 7 pm at the North Westminster Community School. Tickets (free) from The Lecture Secretary, Room 5, North Westminster Community School, North Wharf Road, London W2.

September 22

Computers in Education: an exhibition organized by Somerset MAPE at Clark's Factory in Street. Free entry to teachers from 10 am to 4 pm. Open to the public (50p entrance) from 12 noon to 4 pm. No unaccompanied children will be admitted.

September 27–28

An exhibition of course work produced by students undertaking the RSA in-service training scheme for the teaching of community languages in supplementary and mainstream schools. Sixty-two candidates have attended courses offering Bengali, Cantonese, Greek, Hindi, Mandarin, Punjabi and Urdu. The exhibition is in the Radnor Room, RSA, John Adam Street, London WC2 from 10 am to 5 pm.

RECENT PUBLICATIONS...

Skills for adult working life: a guide to resources – a handbook for secondary teachers concerned with materials which can help to promote skills acquisition including life and social skills, communications, numeracy, vocational preparation, study skills and materials for skills development. The guide is published in the Schools Council Programme 4 Pamphlet series by Longman Resources Unit, 33–35 Tanner Row, York YO1 1JP, from whom it is available, price £1.95.

Residential Training for Disabled People A 12-page guide produced by the Manpower Services Commission dealing with the facilities offered at four MSC-backed residential centres in Durham, Mansfield, Exeter and Leatherhead. The booklet, which is free, is available from Job Centres.

Royal Society of Chemistry

A publication service for secondary school chemistry departments will be launched in January. For £30 pa, subscribing schools will receive a bi-monthly package of four international chemistry education. Careers booklets, information bulletins and posters will be mailed at regular intervals. A trial pack costing £2 is available from the Schools Liaison Officer, The Royal Society of Chemistry, 30 Russell Square, London WC1.

historians in Berkeley, Cambridge,

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Getting to the heart of Africa

Elizabeth Gunner on killing myths of the 'dark continent'

Pupils in Britain should study major themes about Africa, including apartheid and "desertification" in order to counteract "the myths and stereotypes" about Africa that abound in Western schools.

Delegates to a recent Council of Europe conference, which met for five days in Finland recently to examine how to approach teaching about Africa, passed a recommendation urging European countries to "redress the imbalance in many current approaches to Africa".

The participants were worried that pupils were receiving only stereotyped ideas about "the dark continent" – images of drought and famine, primitive tribes, and poor countries living off foreign aid.

They suggested a review of the curriculum and examinations about Africa, improved teacher education, and upgraded textbooks and other resources.

All parts of the education system, including universities, local authorities, teacher unions, subject organizations, and publishers must be involved in the change, the recommendation urges.

"We suggest also that a core of topics about Africa should be taught ... for example, apartheid, desertification and the problems of agriculture, industrialization, the experience of peasants and workers and social and cultural change, and finally, Africa in the international system."

Participants were concerned that all teaching about Africa is infused with prejudice, and that negative ideas about Africans exist not only in racist attitudes common in Europe, but in textbooks in current use.

A study by Dr Elfriede Hillers, of the George Eckert Institute for International Textbooks, of geography textbooks in use in five European countries, showed a number of factual errors and a general Euro-centric approach to Africa.

However Professor Terrence Ranger of Manchester University, in a paper on curriculum changes in Zimbabwe since independence, warned the conference that positive bias is as dangerous as negative bias.

Why conversion is taking a little longer

CHINA

Peter Mauger on the campaign for a more vocational curriculum

China is aiming to convert up to half of senior secondary schools for 15 to 18-year-olds into vocational schools.

Traditionally, the secondary school curriculum was entirely academic, but the Cultural Revolution changed all that, emphasizing the importance of combining education with productive labour, learning from workers and peasants, and open-door schooling.

After the fall of the Gang of Four in 1976, the schools reverted to a standard curriculum – politics, Chinese, maths, physics, chemistry, biology, history, geography, physical culture, art, and music. Courses were geared to the university entrance examinations, but there were higher education places for only about 1 per cent of the age group. The system was producing failures who had no skills or aptitude for their future jobs. Hence the present campaign.

Key schools, a small proportion of the total, with a selective entry and better teaching equipment, are being asked to devote 10 per cent of their curriculum to vocational subjects. On a recent visit I found the most popular courses in these schools to be "applied electricity" – electrical circuits, meters, cookers, transistors, and film projectors. Courses in non-key schools including bookkeeping, sewing and carpentry. The lack of variety was due to the difficulty in finding technical teachers; most schools have to make do with their own staff.

The new vocational schools have a wide range of courses – bookkeeping, printing, bricklaying, plumbing, arts and crafts, cookery, garment making, radio and television assembly and maintenance, architecture, tourism, and kindergarten teaching. These courses generally start from local demand, and their graduates are eagerly snapped up.

The headmaster of the Huang Xiang sewing and garment-making school in Beijing said government departments were clamouring for his graduates. "And the Tianjin Television Vocational School head said his students were welcomed because they are well-behaved and competent; enterprises phone us up and ask for our graduates".

However, the progress of the conversion is patchy. The industrial province of Liaoning has taken the lead and 40 per cent of their senior school students are said to be in vocational schools. But in the southern province of Guangdong, I was told that only 108 schools had been converted, including 92 to agricultural schools, out of a total of 1,220.

There is still a feeling among parents that vocational schools are inferior. Ordinary school subjects are supposed to take up to at least 60 per cent of the curriculum, but students, though theoretically allowed to sit the university entrance examinations, are obviously at a severe disadvantage, especially as their vocational courses are not taken into account (consideration is being given to the question of their inclusion).

Every rural county is supposed to have one agricultural school, studying scientific crop planting, animal husbandry, forestry and fishery. Here again progress in conversion was slow and depended on the support of the county education bureau and the local peasantry; one county official in Hainan Island told me: "We have asked two regular schools to introduce vocational courses, but so far they haven't."

The vocational schools I was able to visit in cities were very well run. Skilled staff had been recruited, some from considerable distances. Capital expenditure was on a scale so generous that it was difficult to see it being applied to 40–50 per cent of senior middle schools – though some were making a healthy profit from the sale of their products.

The most impressive place I visited was the Technical Teachers' College in Tianjin. Started in 1980, it retrains teachers in electrical engineering, machine building and industrial electrical automation. A machine tool factory attached to the college enables students to do practical work. A technical school is also attached to the college with the two aims of training technicians and providing a place for the students to do their teaching practice.

Three such colleges have recently been established by the Ministry of Labour. They are the prototypes of others to be set up in the main industrial centres.

Can graduate quantity and quality be reconciled?

ITALY

Since 1968, when admission to Italy's universities was liberalized, any upper-secondary school diploma gives access to any university faculty.

As a result, the country's university student population has doubled over the past 15 years, soaring from 550,000 to the present 1,100,000. The structures, however, have remained virtually unchanged and a crucial question today is whether the universities can handle the hordes and still produce graduates capable of competing in the national and international work markets.

Milan's Bocconi University, whose faculty of economics is one of Italy's most prestigious, has finally said no, and applied programmed admission for the first time this year. Only a chosen few will be selected on the basis of their leaving marks and a general admission exam.

Other universities have followed suit, especially faculties of medicine which are producing more doctors than the country can absorb. The ratio in Italy is one doctor per 265 head of population, a far cry from the figure indicated by the World Health Organization of 1:600. France, Germany and Spain all have ratios of about 1:400 and Great Britain, whose model Italy ostensibly imitated when it set up its national health programme, 1:610. Italy now has 158,000 registered medical students, compared to 60,000 in the United States.

Theoretically, the *numerus clausus* principle is a good thing, say some, because it meets the needs of the country's economy and upgrade the level of higher education. But critics say it favours students who were encouraged to take the scientific or classico liceo diploma, but punishes their less fortunate contemporaries whose choice of a technical school is usually not of their own making.

Others claim that programmed admission is a non-issue – first, because students with good grades who can demonstrate financial need are not elected scholarships, and secondly, because the glut of students is more apparent then real.

Of the large number registering many drop out or simply take their time because studying for a degree is a secondary activity, or even a hobby. For these, who account for about two-thirds of the student population, many experts would welcome the institution of correspondence courses along the lines of those offered in other European countries.

Rita di Giuseppe

The growing voice of parent power

FRANCE

A notice in white letters on a blue background may still be found outside many French schools. It prohibits entry of the school buildings to anyone who is not a member of the teaching profession. There are historical reasons for this stand-offish attitude towards outsiders, primarily parents. But recently, the attitude has been changing.

Since 1968, parents have gradually been allowed onto a number of school committees and have been able to make their voice heard within each school. Even before this, however, there were a host of local parent associations, which came into existence principally under the respective banners of private school abolition or protection.

What has given these parents' associations a growing political voice is the freedom local school-based groups have to join highly organized national federations. At present, three such federations dominate the scene.

The *Fédération des conseils de parents d'élèves* (FCPE) has been over recent years the largest and most powerful. In the early 1970s, it was able to boast well over a million members and even today has some 900,000. On the question of the private schools, it takes an overtly aggressive position. Ever since the Debré Law of 1959 allocated massive state subsidies to the private sector, it has, along with left-wing parties and trade unions (including state school teachers' unions), looked to an abolition of the financial support of private schools and to their integration into the state system.

Ranged against the FCPE on the crucial private school issue is the almost equally powerful Catholic parents' organization, the *Union nationale des associations de parents d'élèves de l'enseignement libre* (UNAPEL). Highly suspicious of the possible actions of a socialist government, UNAPEL recently showed its strength by organizing a series of massive public rallies against the now abandoned schools' Bill.

Taking a more restrained view of the conflict is the third largest group, the *Fédération des parents d'élèves de l'enseignement public* (PEEP) with more than 400,000 members. As its name suggests, it, too, is a supporter of the state school system, but believes this support should concentrate on improving the quality of educational provision within state schools and not dissipate its energy in attacking the private sector.

In spite of deep political differences, they all perform many useful day-to-day functions. They give advice and support to parents on school committees and, through their journals, keep all parents informed of new legislation concerning education. They encourage parental involvement on many aspects of school life including canteens, school buses and school outings. They have negotiated insurance schemes which parents can take out to insure their children against accidents and illness.

Above all, they closely monitor educational trends and developments and give widespread publicity to any apparent deterioration in the educational service.

It is interesting to reflect whether those politicians in the United Kingdom who call for a larger parental say in education would welcome the emergence of large French-style federations.

Michael Heafford

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LETTERS

Arrogance to say heads cannot learn from industry

Sir – Bert Lodge's review of the Bedford Way Paper, *Education plc* (*TES*, August 17), highlights the views of only two of its contributors. Ms Pat White, and Mr Michael Fielding and dramatizes a very limited and naïve view of school management, and management training. It is nonsense to imply that the present Department of Education training initiative is based on a simplistic transfer of industrial management experience to schools. Equally, educators should not be blind to what they can learn from the experience of managing both other public service organizations, and industrial and commercial organizations.

While I do not sympathize with the style of management implied in David Trethowan's articles, it would be a pity if the debate about school management training deteriorated into a personal attack on Mr Trethowan, particularly by authors with very limited practical experience of school management or management training.

Since *Education plc* is published under the name of the Institute of Education it is necessary to point out that the views reported by Bert Lodge are not those of the staff responsible for school management training courses at the Institute.

Utopian ideas

Sir – The London Institute of Education authors who call for school workplace democracy sound ferociously Utopian (or Marxist/Livingstonite?). They were reported (*TES*, August 17) as attacking one man who advocated an industrial approach to running a school: Mr David Trethowan. Their unanimous, megaton argument probably persuaded impartial readers that an ideal school management system will lie somewhere in between their extreme advocacy of replacing "the authority of the head" with "equal access to . . . all forms of power" and the introduction of modern industrial methods based on excellent outside practice.

In any event, if the authors subscribed their theoretical Utopian ideas and examined the mainstream of modern management practice with neutrality, they would be shocked to find participation is rather *passé*, with its vogue period being the 1960s and 1970s.

For the record, the management training courses directed by Dr Pamela Young and myself at the Institute are attempting to find the right synthesis of professional and management training, drawing from experience both within and outside the education service. Course members are given the opportunity to meet with the managers of industrial and other organizations as part of their course. An independent course evaluation indicates that teachers find contact with managers from outside the education service very valuable.

Unfortunately most of the contributors to *Education plc* have not taken the opportunity to participate in the management training components of the Institute of Education courses. Of the contributors named by Bert Lodge, Mr Michael Fielding has had no connexion with the management training courses at the Institute of Education. Mrs White has contributed a few philosophy seminars which the students have found valuable, but she has taken no part in exploring at first hand the nature of industrial management and management training and assessing its relevance to education.

Rather than "a powerful challenge to fashionable belief" as suggested by Bert Lodge, *Education plc* should probably be regarded as yet more evidence of why the industrial management trainers are having such a field day in education at present. Simple stereotyped views of headship on the one hand, and the assumed immorality of industrial management on the other, prevent some teachers and teacher trainers coming to grips with the very real problems of managing complex school organizations.

There is little in the management training packages offered by management consultants and training organizations such as Education for Industrial Society which is unknown to the world of educational administration but educators should not be so arrogant as to suggest that they can learn nothing from a comparative study of other management and training practice. It will be sad if publications such as *Education plc* reinforce prejudice, and inhibit teachers from taking advantage of the opportunity to learn from experience outside their own sector.

Dr JOHN WELTON
Lecturer in Educational Administration
University of London Institute of Education

ignore such insights as Peter Brannen's recent book, *Authority and Participation in Industry* (Batsford, 1983) gives on Marxism, quality circles, and autonomous work groups?

Should anyone practising rather than preaching about school management – that is heads of departments or above *in schools* – like to assist an *inquiry I am planning at Sheffield* University into good management factors common to schools and industry/business, I would truly welcome their help. Together we may discover some aspects of management creating happiness and efficiency in schools that mere demagogues can never bring about.

JOHN CONDER
Pear Tree Farm
Knottingly Road
Pontefract
W Yorks

Enthusiasts on the trail . . . but should such pursuits be compulsory for YTS groups?

Forced marches

Sir – I would like to endorse the comments of Rob Collister (*TES*, August 17) who advises the "reluctant mountaineers" to "stay at home".

Youth Training Schemes can and do benefit from the experiences gained from outdoor education; such benefits, however, can be acquired only if they attend courses voluntarily. Scheme organizers should not make the attendance compulsory or subject to the non-payment of wages.

A recent, voluntarily-attended course at a local authority outdoor pursuits centre for a group of unemployed young people (the majority of whom also had criminal records) passed without incident and was highly successful. Individuals within YTS groups attending the same centre under compulsion (paid to be there) are in some instances having to be sent home following incidents of vandalism to property.

"Action, thrills and adventure" are perhaps best retained within an environment to which it is accustomed. To spread compulsorily such inimical behaviour to the countryside benefits none, least of all the centre wardens upon whom such behaviour reflects.

JOHN BAXTER
Youth Officer
Humberside County Council

Women and work

Sir – J R Tron (Letters, *TES*, August 3) touches on reasons why relatively few women apply for senior positions in schools. There is, however, one over-riding cause from which all these reasons stem. It is that, for as long as society differentiates adult roles and gives to women the task of caring for the young and the elderly, it cannot also expect them to be able to fulfil the male career role. Men's and women's patterns of work experience differ, yet they will be compared on identical criteria when they search for senior posts. In career terms, women would usually be found to lack management experience and, maybe, also substantial advanced mid-career study. Experience which women do have, of understanding and nurturing human relationships, despite its application to teaching and management, seems to be undervalued.

Perhaps a more pertinent line of inquiry would be to discover whether schools actually want women as part of their senior management teams. Affirmation would be seen to be authenticated if a commitment was made towards revaluing women's contribution and making available in-service funds which might enable women to cope better with the work constraints imposed upon them by society's expectations.

M M EVANS
5 Appletree Close
Godalming
Surrey

'Tainted' course

Sir – I refer to Mr Loney's article of July 27. From experience, it gives the impression that he has never been a student of D102. Yet his article and the course have similarities. He appears privy to the professional economists' report, and will no doubt help me, where I am wrong.

His treatment of complaint figures is strange. D102 is under fire, not the university. Seven out of the 22 complaints applied directly to D102. Deducting these, and using Mr Loney's logic, we find the average rate of complaint for D102 is about 70 times the rest! By the same token, assuming three courses subject to complaint each year, coincident with the replacement of D101 by D102, complaints trebled, significant enough to indicate a further swing in Marxist bias. Sir Keith would have been negligent had he taken no notice or action. Naturally the rate of complaint dropped immediately his interest and action were known publicly. If the figures are so innocuous, why does Mr Loney try to stretch them so far?

Where is the evidence that the professional economists wish to remain nameless? The Department of Education has declined to name them – yes! But there is a precedent. I wrote asking the VC for names of the external assessors. He declined to name the faceless men appointed to check and examine for suitability and bias. What is the difference?

Mr Loney concedes the argument, when he attributes criticisms to higher expectations of an introductory economics course. Bias and inaccuracy would be less injurious when followed by years of discussion and study. This cannot be true of naïve students; who, mostly will never touch economics again. He has it the wrong way round. As he suggests, the team omitted what did not suit the rest of the course, thus adding to its taint and sense of unreliability.

Joan Robinson . . . near Marxist or Keynesian?

Although Joan Robinson was clearly chosen to contribute to D102 because of her near Marxist views, Mr Loney endeavours to pass her off as a neutral, strong Keynesian. Professor Harris in Unit 8 however, in a strenuous endeavour to build her image, to his purpose, quotes Keynes out of context and distorts what he actually said about her. Thus having spuriously built her up and quoted her strongly left-wing views, he writes "It is a contentious view, and I shall not examine it here . . . ". He never does. Lip service – yes, but is it not grossly biased?

The Open University, having a monopoly and other privileges with regard to its captive market, should not be compared with those where aspirants have a choice of university and bias. Thus the highest standards of impartiality and balance are required. If external assessors do not see this maintained, it leaves a problem.

Quis custodiet ipsos custodes?

RAYNER SHARP
"The Old Mill"
Sutton Valence
Maidstone
Kent

Family break-up

Sir – I welcome the research of the Child Care and Development Group, Cambridge, "Schools Caught in the Middle: Educating the Children of Divorce" (*TES*, August 3), which clearly emphasizes the valuable role primary school teachers can play in supporting their pupils through the stresses of family break-up.

Our own research, *Children and Family Break-Up in Anglo-Jewry*, due to be published in September, has similar findings but has more emphasis on the needs of secondary school children and staff.

This area would also benefit greatly by the regular updating of information on children's home circumstances and this information being available to all appropriate teachers. However, many adolescent children need much more help than a "sympathetic ear" and it should be recognized that not all teachers have the time or training to offer this support. In fact, we found that many teachers experienced difficulties in discussing this area with parents.

The divorce rate is high and is likely to remain so for some years. The result is that approximately one in five children will experience family break-up before they are 16 years old. It would therefore be valuable if secondary schools were encouraged to meet this need by developing their pastoral roles to include adequate counselling services. This should be seen as an integral part of education and the time, training and support needs of those staffing such services, offered proper recognition.

MARLENE COHEN
West Central Counselling and Community Research
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Bloomsbury
London WC1

Hocus-pocus

Sir – I have just returned from holiday and read with interest W T McLeod's Lingo piece (*TES*, July 27) in which he rejected some of the etymologies included in my Lingo piece (*TES*, July 6). Although they had been culled from supposedly reputable sources, I also had misgivings about some of the examples and for that reason had added a brief qualification of "possibly" or "perhaps", hoping that some correspondence might result.

In particular, *hoc est corpus* is discussed in a number of places as a possible source of "hocus-pocus", on the basis of Tillotson's conjecture in the eighteenth century that it was a distortion of a few words in the Latin Mass. This derivation is apparently accepted as likely by a number of people, including Partridge (*Dictionary of Slang and Unconventional English*) who also quotes a Scandinavian phase *hokuspokusfillokus*.

On the other hand, *hax pax max Deus adimax*, suggested by the *Oxford Dictionary of English Etymology* does not seem close enough in either form or sound to be very convincing. Perhaps, as some have suggested, the phrase was nothing more than a kind of mock Latin coined by entertainers.

I was never happy about the derivation of "nitwit" offered. Now we know, thanks to Loek Elfferich (*TES*, August 17) that it was nonsense. The source was C Berlitz, *Native Tongues*.

Readers beware!

A BARNES
16 Manor Close
Bognor Regis
W Sussex

Double trouble

Sir – Last week there was occasion to write to you about the words "ik niet wiet" in Lingo, words that had a certain likeness with Dutch but were not Dutch; not even Double (*TES*, August 17).

Only a few days later there is another occasion. Whatever Sue Lloyd found down under, she certainly did not find good Dutch. "There you go" is much used when presenting something, like the Dutch "alstublieft"; is what she wrote. But she mixed up the two forms of the expression; "alsjeblieft" being the form when people are familiar with each other and "alstublieft" being the polite form.

The /s an addition to make the word sound fluffy. Moreover, we do not only use the expression when presenting something, but also when asking something. Many a Dutchman can be observed saying "please" when handing something to someone in Great Britain instead of "here you are". You now know why. This concludes the Second Lesson.

LOEK ELFFERICH
Information Officer Education
Town Hall
Rotterdam

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

LETTERS

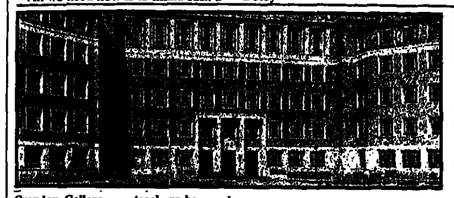
English to take centre of syllabus

Sir – It may cheer the heart of your dejected A level English literature examiner (*TES*, August 17) to learn that moves are afoot to grant his desire for *English* to be "put back firmly at the centre of the A level syllabus".

Last year, the Joint Matriculation Board introduced an experimental course in A level English language, the aims of which are "to combine learning about the nature and function of language in human thought and communication with learning how to use English more effectively".

All we need now is to make such a post O level qualification in English a requirement for entrance to higher education for *all* students (along the lines of the Scottish Certificate's Higher English) and we should be well on our way to producing students who are capable of writing "unaided a decent letter of application for a job" – and much else!

BRENDA BLAKELEY
First year A level tutor
Derby College of Further Education
Wilmorton
Derby



Croydon College . . . teachers harassed.

Production line

Sir – The whole purpose of this month of August for teachers is surely to provide them with sufficient rest and recuperation for tackling the rigours of the new academic year. But so many are worried over the future of their work and their schools and colleges that it is difficult for them to relax and enjoy a well-earned break.

Particularly, and seemingly quite unnecessarily, harassed are the teachers of Croydon College; and, in a way, their plight typifies the problem of our times.

Last year, the Croydon local authority dismissed all its FE teachers in order to try and force them into accepting new contracts in the interests of higher "productivity". And the same industrial methods have been used this year by Croydon College governors to impose a new management structure which is more fitting for a manufacturing company than an educational establishment.

The faculties within the college which actually make the educational provision, are no longer responsible in management terms to the principal, but to the vice-principal appointment, which has become one of composite responsibility, embracing not only academic "production" but also resources. Consequently, the office of principal is now such that staff can be forgiven for not knowing what its function is, although presumably it is to serve the Board of Governors, liaise with external bodies and provide a titular head of the "enterprise". And the most important management responsibility of all – that of actually relating to staff of all kinds and all the students, both part and full-time – is embraced by one senior manager, an assistant principal, acting as college personnel officer.

Does anyone know of anything like this in the whole of further education? Are FE colleges in the future to be divided into the managers and the managed?

It is not at all helpful for management to rule faculty boards "out of order" when they are desperately concerned about management methods which massively affect their educational programmes. Teachers are managers too, but how many principals see themselves as teachers, or even educationalists of some kind or another?

And how far have the students been consulted or even considered? After all, the service is for them.

We are most alarmed by this dangerous and unprofessional innovation in further education. But perhaps we would be wise to move over to the business of manufacture and organize the production of televisions and vending machines instead of providing an educational service. Then, perhaps, foreign products would take less than their monstrous share of our home market!

J A S WATERS
744A High Road
London N17

Idea abandoned

Sir – How refreshing to see the article "Marking Time". At the same time, how sad to see that the making of such fundamental points had to come from a "freelance" and not from an established English teacher.

In this country, we seem to have thrown away the idea that our language has a structure and a discipline and, therefore, a beauty, a flexibility and subtlety. The study of the mechanics of our language appears to have been abandoned on the (surely spurious) grounds, that such discipline inhibited creativity and flow. The result is the sort of debility in language skills outlined in the article.

We all get very irritated when having to listen to a speaker with poor presentation skills: the irritation is no less strong when confronted with the imprecision and confusion of the texts of those with poor written communication skills. Can we please bring back some study of the basic skills and knowledge of what, even in the age of information technology, remains an important human attribute – fluency in the oral *and* written use of one's primary language.

PETER WHITFIELD
Training manager of an East Midlands electronics company

Mark of confusion

Sir – I read with great interest the thoughts of the teacher who has spent three weeks ploughing through sundry English literature A level scripts.

Only yesterday I learned the result of my own English examination, and as was true with all my friends – and was so in our O level year – the results in this particular subject have been confoundingly poor.

It is not that my friends or teachers are in the least incompetent. I fancy, but it is rather that there is considerable confusion as to what the examiners want which prompts such consistently poor results. The teacher responsible for the article mentions that very little social history is apparent in the essays he marks, but is this surprising when one considers the paltry three-hour time limit for three to five essays? Our teachers do encourage us to research the social climates, lives and works of authors and their times, but both the fear of committing the dreaded "irrelevancy" crime and the difficulties of hopping between social history and text tend to make background research fade.

I would love to feel at liberty to pepper an essay concerned with Webster's *Duchess Of Malfi* with various historical asides, but while the teacher concerned would find such discussion worthy of good marks, the next man may dismiss it out of hand. When all is said and done, it is ludicrous to suggest that any examiner can dispassionately assess something as subjective and indefinable as a piece of appreciation.

ROBERT D SMITH (aged 18)
264 Turton Road
Bradshaw
Bolton

No free lunch

Sir – The report on the disarray of the restructuring talks (*TES*, August 10) makes sad reading.

After 35 years as a schoolmaster and clinging to the belief that I am a member of a caring profession, I do not understand how any teacher can claim that "lunch-time supervision should be strictly voluntary" with no compromise possible.

What is supposed to happen to the pupils at this time? To talk about more mid-day supervisors is manifestly idiotic since they are not, and cannot, be trained to cope with the many problems that are liable to arise.

Do doctors and nurses abandon their patients for over an hour in the middle of every day?

In the vast majority of secondary schools, half an hour per teacher per week would provide ample cover.

Is this really too much to ask?

PETER HEYWOOD
2 Dalemoor Gardens
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Nottingham

Rural morality

Sir – I was grateful for your notice of Derrick Rugg's *Across Cobblestones* as you and Tom Corfe might easily have thought his "simple tales" too slight for mention by your authoritative medium. My feeling is that the book provides a vivid picture of a particular rural way of life.

I am writing, however, not because you are likely to want to know this, but to take up a point about the odd, though fashionable, concept of "middle-class morality", which Mr Corfe mentions in his review. My conviction has not yet been shaken that "middle-class morality" was shared by most classes and still is to a great extent.

I believe that the concept of "middle-class morality" is false and that "rural" as opposed to "urban", morality would be more accurate.

CAROLINE WHITE
Tabb House Publishers
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Padstow, Cornwall

Social standing

Sir – The Burnham Teachers' Panel, in their report to the Arbitrators (*TES*, August 17) refer to the "marked deterioration over the past ten years in the financial and *hence* (my italics) social standing of teachers in society". It is surprising that professional people, not concerned with the values of the market place, should link income with social standing. Do they regard pop stars as of higher social standing than opera singers?

Dare I suggest that the general public's view of teachers is more likely to be influenced by their industrial action than by the fact that the average teacher's salary was 137 per cent of the non-manual average in May 1974 and 110 per cent in April 1983. Parents in particular may give teachers a lower social standing when they see the education of thousands of children disrupted by strikes.

PAULA HARRIS
442 Baddow Road
Great Baddow
Chelmsford

Failure at four

Sir – John Rowe's letter on the admission of all children to school at the beginning of the school year in which they become five is wet meaning but unfortunately this would be a retrograde step in the concept of education for the preschool years.

If the under-fives (only just fours) are to have the staffing ratios, accommodation, equipment and a programme appropriate to their stage of development, then they should have nursery classes or nursery schools with nursery trained teachers and fully qualified nursery assistants. Why should they become the youngest in a primary school before they are the oldest in a nursery class? The Bristol research (Gordon Wales) has shown that children fail the moment they start school.

The period up to five years is the time when most growth takes place. All development theory, all psychology theory, all psycho-analytic theory deals with the first five years as a particular phase. The culmination of that phase is the entire year from four years to five years.

This is the year when socially the child has his first experience of taking the leadership role, of being able to direct others, because the child can now verbalize ideas and give explanations; this is the time when the skills of dressing and undressing have been learnt and also the skills of setting a table.

The four-year-olds love to teach the three-year-olds all this and in addition they are beginning to understand that they were once three years old "a very long time ago".

It is during this year that the nursery child identifies with the adult, challenging the adult world and finding in the nursery class that s/he is "grown up".

In an under-fives class, the child misses all this. The child is the youngest in the school, the least capable, the smallest, the "baby" before having the chance to become the oldest and most capable, which is important because success breeds confidence and confidence breeds success.

All children (and the Bristol researchers stress "all") who remain at home are competent in language, in the dialect of their community, by the age of five. None of them have failed yet, even though there is a three-year range of competence at this stage. Schooling does not help because by the end of the primary years the gap has widened to seven years.

One cannot claim laurels for nursery education, no research has proved it to work miracles, but it does have something unique to offer education and the young child, something that is complementary to the home (but definitely not a substitute for a bad home which is a different consideration altogether).

The pedagogy in nursery education enables the children to negotiate their own goals at their own pace with adults committed to the principle of "learning through play". Never again will the child have a chance to play in this way because at five years s/he is already beginning to look for rules and regulations, already at six years socio-dramatic play has gone, never to return except in therapy techniques or drama classes.

Yes, our children deserve the best possible educational start we can give them, but the under-fives class is "education on the cheap" and it leads to nursery education ending at four years.

Unless the child has quality education, the child is perhaps better off at home "be it ever so humble" (on average, the parent addresses the child directly three times a minute. In school the ratio is once every twelve minutes).

Nursery education without the four-year-olds is not quality education and under-fives classes without trained nursery teachers, low adult/child ratios and the full nursery age range is also not quality education.

VALERIE KOTZEN
Head Teacher
Dorothy Gardner Nursery School
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Westwood pupil

Sir – I am writing to complain about the sixth paragraph of your report: "Euro setback in fight for grammars" (*TES*, August 24). Lesley Ann Medland has not yet arrived at Westwood St Thomas School.

She has been attending a local middle school up until now and is not due to start at our school until next week. Because of the inaccurate reporting, doubt is indirectly cast on the reputation of this school and on my staff and their capabilities based on Mrs Medland's supposed experiences through Lesley as a pupil at our school.

JEAN JEFFERSON
Head designate
Westwood St Thomas School
Salisbury

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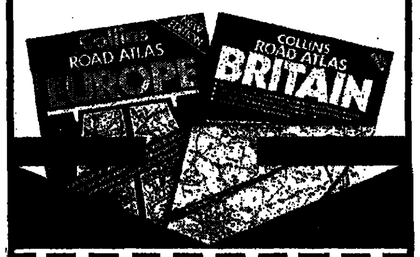

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Judging by appearances

The battle over dress is not worth fighting but schools cannot afford to lose it, says John Sturt

Most other countries manage without school uniform yet we cling to it as if it were our last hope in a sea of change and uncertainty. We have to invest a massive amount of time and energy just to sustain and perpetuate this chronic ulcer of resentment which grumbles away, souring the relationships between succeeding generations of children and their teachers. Ought we not at least to ask ourselves why it is that we not only go on with it but actually tend to use it as the yardstick with which to judge the quality of our schools?

Our country believes that it draws much strength from its traditions. It certainly owes a number of weaknesses to the same source. In this uniform business we are largely aping famous schools of the past, while the famous schools of today – with some spectacular exceptions – have bowed out of this particular charade. There are still expensive and exclusive schools, and their imitators, who demand uniforms that can be bought only at Harrods; but the majority of these are girls schools, and the psychology behind their faith in uniform is interesting to say the least.

One original reason for school uniform, strongly held years ago but never mentioned now, appended to those running educational establishments for young ladies. It centred round the belief that imposed rules on clothing repressed child sexuality, and this comforting belief still hovers somewhere in the backs of the minds of many who would not acknowledge it openly. Of course the idea that a felt hat, a tie and a blazer will conceal the sex of the wearer, that gym-slips and black stockings will render the wearer, unattractive are now laughable. Every prostitute worth her salt keeps all these items in her wardrobe for speciality work, and every schoolgirl who is interested knows how to make a gym-slip as provocative as a mini skirt.

Most teachers would probably express themselves in favour of retaining uniform. Certainly as a profession the status quo seems a life line and we do not always question our own beliefs as we should. The retentionist arguments centre round school spirit, pride in school, smartness, easy identification, the blurring of the obvious gap between rich and poor, and so on. There is some truth in all these arguments, but less so every year. One must also remember that in the days *when the state of childhood was inviolate* and accorded a protected status there were advantages in wearing what identified you as a child. But now the young are often marked out for exploitation, and the symbols of their youth protect them not at all.

The assumption is regularly made, and by those who should know better, that a school which manages to maintain a smart uniformity in its pupils' dress is a good school. That may be true, of course, but not for that reason. The fact is that a highly uniformed school is almost always either a selective school, a school with a largely middle-class *catchment area*, or a school *without many* deprived homes and a determination to battle for uniform at all costs.

The fight for uniform is not just a matter of having a clear policy and taking a firm line. It is very expensive in time and energy and will certainly mean more non-teaching time for pastoral staff than would otherwise be the case. Secondly, there is the cost of the damage to the relationship between the staff and the pupils. Most youngsters will accept that there is a school policy on uniform, and if the school is fairly relaxed on the subject they will stay fairly close to the requirements. Maybe they will risk a frill round the neck of a blouse, and as long as the blouse is the right colour the school will tend not to notice the frill. If they go to ridiculous lengths the school will react sharply and they will understand this and grudgingly accept it. But to maintain strict standards of uniform means nagging, and nagging constantly. The children will then try out tiny deviations to test the staff who then not only have to nag, but nag over trivial matters and become in the childrens eyes small-minded and petty.

One must also remember that with some pupils one never *will* win. If parents absolutely refuse, and some will, what is to be done? I doubt if any local authority in the country will actually back you up if it comes to a show down and you want to exclude a child for wearing the wrong coloured trousers. Even the expedient of sending them home to change is loaded with dangers, for the uniform problem is intricately interwoven with several others.

Among these is truancy. Schools which have to cater for young people of every kind of ability and from every kind of background, as all comprehensive schools should, will have problems of truancy. Every large school of this sort will have 20 or 30 youngsters who feel, maybe with justification, that their schooling is no longer relevant to them, and who truant on a regular or occasional basis. Parental cooperation is likely to be spasmodic or ineffectual. A lot will depend on the skill and persistence of the educational welfare officer – the direct descendant of the attendance man – and the success of the school in establishing regularity of habit and some imaginative adjustment to the normal programme such as work experience of a kind that has a particular interest for the pupil.

When such pupils come to school in jeans the school which prides itself on its uniform would have to send them home to change. Is it not better to keep them in school, even imperfectly clad, than send them off to roam the town and almost certainly get into trouble?

The battle over uniform affords the difficult youngster the classic opportunity of playing the school off against the home. It sours his relationships with his teachers. It hardens his antagonism towards compulsory education, diverts him from intellectual curiosity, and gobbles up a great deal of the energy and enthusiasm and idealism of his teachers. I cannot believe that this particular battle is worth fighting.

You are entitled to ask, therefore, why my own school is, more or less, in uniform; why there are so few volunteers to lead the way in this reform. The answer is important, and it is sad.

We are in a competitive situation, by the design of the government, and we are not the only school in town. To dispense with uniform unilaterally might be right, but it would also destroy us. The middle-class parents would make the connexion – as beguiling as it is false – that uniform equals discipline, uniform equals scholarship, and in droves would opt for the other school. After a few years our examination results would sag alarmingly. More parents with clever children would look elsewhere and we would be in deep trouble.

What is needed is for a local authority to find the imagination and resolution to dispose of uniform as a matter of policy. The schools of that authority would quickly come to appreciate that the long supposed benefits and safeguards of uniform are in fact illusory, and that freedom from the battle has given them other important opportunities to work for the good of their children.

John Sturt is head of Knowles Hill School, Newton Abbot, Devon.

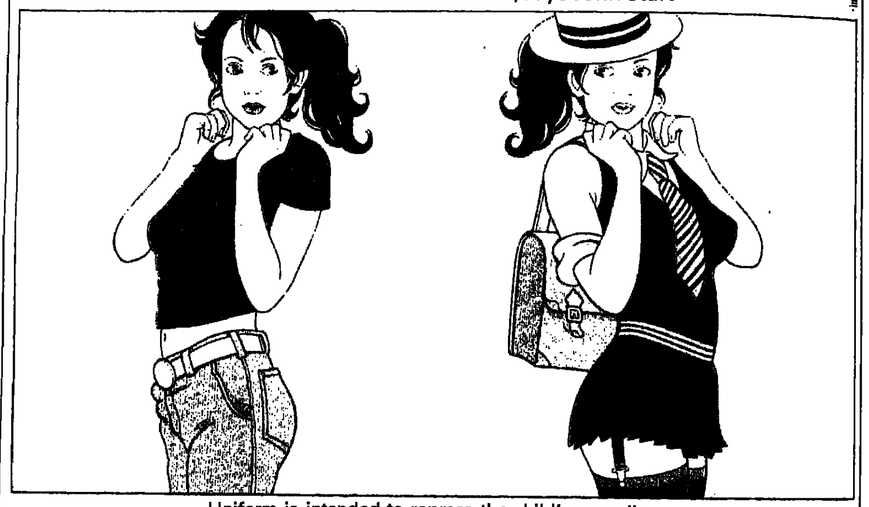


Illustration: Joyce Macdonald

Uniform is intended to repress the child's sexuality

Starters' orders

Eric Midwinter bemoans the complacency that greets the new boy or girl

It is, surprising, and indeed shocking, that we remain so unsympathetic to the needs of entrants and recruits of all kinds in education, the more so because those in control have themselves had to negotiate the same swinging doors in the past. It is as if familiarity breeds not so much a contempt, as a complacency about such difficulties. Having become ourselves accustomed to this or that subculture within the educational system, we forget how confusing and hellish it was at first. There are about half a dozen critical thresholds.

The first is, of course, the child starting or changing school. I still believe we have little or no concept of the dark horrors that can be conjured up in the child's mind. The mother of an old friend of mine was head of a tiny infants school in the wilds of Catholic Lancashire, way back in the twenties. She related to us how she watched Tommy, a five-year-old, diminutive in all things save for his huge clogs. He stalked slowly and grimly down the school driveway on his first day. His moist-eyed and be-shawled granny wept at the gate, and, yard by yard, halted him for another tear-strewn farewell. "Tommy: Ta ta, Tommy," she cried, and Tommy would halt, turn and gruffly mutter, "Ta ta, granny". This happened several times, until, a stride or so from the waiting door, Tommy realized that all was lost and there was no escaping his scholastic destiny. "Tommy: Tommy; ta ta, Tommy," cried his sorrowing grandmother. Tommy turned stoically for the final time. "Aye, and ta, ta to thee, granny," he said sternly, "and I hope t'bloody school falls down on t'bloody flags." Few other infants have quite caught the Miltonesque eloquence of Tommy's anti-authoritarianism, but many have known exactly what he felt.

Starting college to train to become a teacher has caused as many palpitations. The first lecture I attended at university was on medieval political institutions, but it turned out to be on elementary physiology, owing to the accident of two Bennetts teaching in the same lecture halls that morning. The fact that it was the most informative lecture I heard that term did not compensate for the embarrassment. Years later I referred jokingly to this occasion as I opened a series of lectures, adding, "so if anyone is here by mistake, do leave now". Three red-faced students departed, whether accident victims, satirist or opportunists, I know not.

That was as nothing compared to some cases. I was amazed how many threw in the chalk and board duster within days of commencement of the course. I witnessed the ultimate example when, as warden of a hall of residence, I stood, wreath'd in becks and smiles, welcoming the new arrivals. Mine host was interrupted to his conversational greetings ("Had a good vac.?"; "Do have a good term", and other scintillating gambits) by the arrival of a car. A youth, wracked with a biliousness just this side of unconsciousness, was helped through the portals by his anxious parents and by willing students dancing attendance. He was absolutely bowled over by the very thought of it all. We half-carried him, feet dragging, to the sanitorium. He lay there supine for a couple of days without mending at all, and then the motor car returned and transported him back to the real world. His entire experience of higher education was in the sick-bay.

Then there was the first school practice, the initial brush with the enemy, and a steady flow went AWOL at that juncture. Just to sketch one illustration. I was seated one evening in my study, when the door burst open, a young lady burst in and collapsed, a crumpled heap, on my easy chair, without so much as a knock at the door, a by-your-leave or a kiss my iceberg. She drew deeply on and finished a cigarette, but not before lighting another, and puffing heavily upon that immediate replacement. When she had pulled herself together to the point of resembling nothing more nerve-wracked than a gibbering zombie, she recounted her tale. She had, that afternoon, been teaching art to a fourth form of boys in a Wigan secondary modern school, which, truth to tell, had not of late had many paintings accepted for exhibition by the Royal Academy. Boys will be boys, and their thoughts had turned to the sturdier discipline of physics and away from the more effete pursuit of portraying a scene from their favourite book in poster-colours. They were intrigued by the mechanics of propulsion and had embarked on an experiment which involved rolling the jam jars, more traditionally deployed for dipping in the paint-brushes, across the floor. In their childlike eagerness, they had, by an oversight, neglected to empty the water from the jars as a preliminary.

The panic-stricken student-teacher had, unluckily, stepped on one of these mobile containers, and fallen base over apex, as the geometry tutor might have insisted, on the dampened floor-boards. To cap it all, at that very moment, and as an encouraging chorus of "Pick yer bloody feet up, miss" rang from her charges, in walked her tutor. It was a nightmare in broad daylight. Orwell's 1984 had crept down the road to Wigan Pier.

It took some time for this gruesome yarn to be recounted, with me playing Wedding Guest to her Ancient Mariner. During about 40 minutes she chain-smoked another eight cigarettes, and I gently upbraided her through the gathering gloom of curling tobacco smoke. I wondered aloud whether maybe she wasn't overdoing the demon weed, and asked for a fag count as between four o'clock and now, which was quarter past five. Trembling fingers examined the all but empty packet clutched tightly in them.

"Seventeen," came the tremulous answer, as she sucked hard on that seventeenth ciggy.

"Seventeen," I echoed in censorious surprise. "How many do you usually smoke?"

Twice more she inhaled lengthily. "I don't smoke," she said simply.

Yes, school practice was a bitch, and so, according to the students, occasionally was the tutor. But the students did, in their anguish, ask for trouble. In one scripture lesson for 15-year-old Bootle wenches, all green jumpers and hair pins, I was the shaken witness of the shrieked replies offered to a distressed trainee who naievely posed the question, "What do you think St Paul did in his spare time?"

In the fourth place, there is actually starting the job itself, and, once more, the May Day signals are in evidence. Out drop a few more weakened vessels. In my first job we were joined by a teacher from a school a hundred or so miles away, where, as far as I knew, a student acquaintance of mine had started his own career. I asked after him. My new colleague looked at me suspiciously, chary of one who confessed to friendship with such an oddball, for pitch defileth, where it toucheth. Apparently he never even turned up at all. Talk about the dog that didn't bark. He didn't even wag his tail. There was never a word, or a letter, or a phone call, or a spirit message through the ether. The chemistry master had even checked out UFO sightings in the Barnsley area for that date, just in case he had been beamed up, or perhaps down, to Mars to act as geophysics teacher at the H G Wells College of FE. This disappearing dominie, this Houdini of the common room, was never heard of again, although it is rumoured that, every September 4, the school put out a plate of rice pudding with a spot of raspberry jam in the centre in case he turns up, and, when he doesn't, they hang a wreath on the time-table.

Even if you are elevated to the peerage of college tuition as distinct from school teaching, troubles can persist. It's often the minutiae, the small print of the situation, that proves bothersome. One delightful old colleague of mine became the one-man advance party at a women's college which was planning to go coed. The decidedly distaff authorities never thought that a gentlemen's would be required; indeed, the extant tutors were so refined, it was hard to conceive of them needing a ladies! An urbane and courteous man, for a year he took a bus ride home every time he wanted a wee-wee.

An involvement some years ago with induction schemes for first year teachers proved very revealing. Generation gaps appear very quickly, and teachers are not very aware of the tag, *O Tempora, O Mores*. The older teacher, defiant to nurse the younger, would be, say, 44, against the 22 of the probationer, with, for instance, the pupils 10 or 11. There was twice as big a gulf between the rookie teachers and their mentors as between the new recruits and the children. They were both part of the post-war, televisual, rocking, rolling, atomic age. Fixations occur too readily, and relativities are forgotten. An older teacher would sit in sports jacket and flannels, complaining about the standards of young men teachers in sweaters or young women teachers in trousers. They had forgotten that, when they started, lounge suits, even gowns, were expected, and the teacher who rolled up in a sports jacket was thought of as extremely daring, if not wicked.

Lastly, there are parents. If children, students and teachers suffer the shivering shocks of induction, then parents, invited into frightening institutions once or twice a year, need very careful consideration. At a time when home-school links are more and more felt to be vital, then the welcome on the mat must be spelt out in capital letters. I recall one school where the parents were asked in one afternoon a term. The deputy head was so disrupted by this procedure that he retired to the farthest reaches of a spacious playing-field with his eight year olds. He had first written all the children's names on the blackboard in rank order, having miraculously managed to calculate some global total of marks out of three or four hundred for all the different kinds of work they had completed. The parents stealthily edged into the vacated classroom; rather like the Metropolitan Police occupying the Libyan People's Bureau after the recent seige, wary less the wastepaperr basket be booby-trapped. They stood, an uneasy knot of puzzled dams and sires, and examined the blackboard, which must have appeared to them somewhat like the Financial Times Shares Index. Perhaps one nudged another and whispered that, with 67 out of 300, Jimmy Snooks was thirty-fourth in class again.

Not, you will admit, the hospitable, open-armed reception that parents merit. We are all likely to be guilty of not cushioning culture-shocks, just as we shall in the past have been their victims. Would that these cultural discomforts were, as the song carols, "so easy to remember and so hard to forget". For, if they were, the social processes of the educational service might be much more sensitively handled.

Up and down the city road

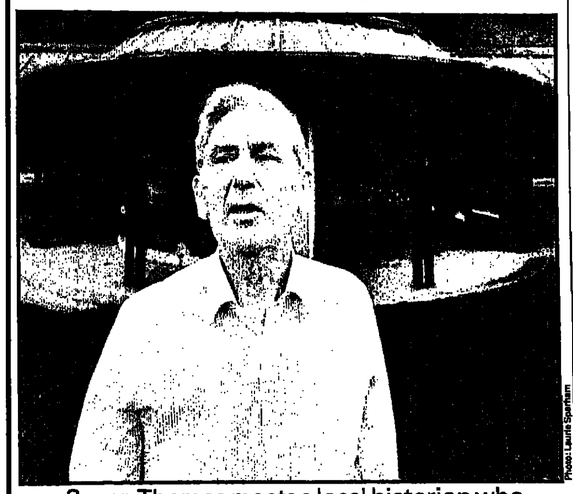


Photo: Laura Spanham

Susan Thomas meets a local historian who used retirement to produce teaching aids

By five thirty the sun had lost its fierceness. A light breeze sighed through the shop doorways of Stoke Newington and the sharp-eyed man in the delicatessen started to pack away the trays of paklava and sticky sweetmeats. In the main street a continuous cross current of humanity – Cockney and Cypriot, Chassidic Jew, West Indian and Sikh – eddied and flowed along the pavements and made sudden surges into the stream of bicycles and juggernauts. Living history.

"Stand here," said Jack Whitehead, stopping abruptly and precipitating a domino effect of bumps and starts all along the pavement. "Now," he said, "see how the road dips down towards the crossing? There, by the taxi? That's where the gravel gives way to clay – King James was confronted by a great mire when he came from the North you know – had to turn and go by Edmonton" (or maybe it was Edgeware). "There, just below, that's where Hackney Brook flows across the road."

And so it did. Just for a moment. The high street disappeared and the old river returned, sleek and dimpled, noisy with wildfowl, and the smell of the marsh gas in its reed beds.

For Jack Whitehead, who retired from teaching at Woodberry Down (but remains its official urban studies researcher) is that enviable thing, a born story teller. And in two hours of wandering round I learnt more about the impact of disease, drainage and fashion on architecture and population movements, than I did in a term at university.

He is a gentle, scholarly man. Lightly browned, deeply lined and as lively and honest as a 10-year-old. And, now that school is out, he is free to spend every daylight hour studying the cityscape and the heady delights of the Public Records Office as he pulls together the cat's cradle strands of local history.

What started as a collection of resource sheets, maps, census results and architectural drawings for the teachers of Woodberry Down and Westminster Upper School, has become a trio of teachers' workbooks – beautifully designed and illustrated and written with just that hint of eccentricity which is the mark of true scholarship.

His background is as comprehensive as the books and it shows. CDT, urban studies, English and history, an expertise in technical drawing, photography and layout and a real liking for people.

Everything is based on the technology of the period, he says. "For instance I used to ask the children to describe how they would modernize a Victorian terrace house to make it an acceptable twentieth century dwelling.

"That immediately raises questions about safety, health, warmth and lighting – the replacement of open hearths and kitchen ranges with central heating and modern cookers, electricity and modern lighting, the size of windows. The Victorians used cast iron, stone sills and Welsh flagstones. What has replaced them? Why? Which do they prefer." It is an approach which he could have used in any lesson and probably did. And it means getting out and looking at the environment. Hence our walk.

Up and down the Albion Road . . . in and out of Church Street . . . that's the way the river flowed . . . stone replaced by concrete. And everywhere we found craftsmanship and the human side of technology.

"A lovely house this," he said, pausing by Sister's Place which has three whole sheets to itself in *The Growth of Stoke Newington*. "See the fanlight and the little wooden porch, more a protection for the door than the caller. It's got a beautiful M shaped roof . . . now that's a nice design problem for TD. Just look at the gates – the ribbons and leaves have been hammered out of sheet metal and the berries are all forged."

He trained as a craft teacher, in the tradition of Bransley and Gimson. "I suppose that's where my love of craftsmanship stems from. Come to think of it," he said gazing appreciatively at a nice piece of forged scrollwork, "I suppose I belong to the last of that generation which hoped to change the world through an appreciation of beautiful things."

And so saying led the way to the "old" St Mary's Church to show off the tiny, medieval red bricks and pleasant graveyard, where he remembered that only last week an environmental studies group had learned that the green opposite was supposed to be haunted.

"Folk memory says it is an old burial ground and though it's not marked it could well have been a plague pit – close to the church and still a little distance from the houses of the time. That's something else to follow up.

"That is the marvellous thing about this – every day you find some new piece of information. Let's go and look at some flats," he said and set off at a cracking pace to see a newly refurbished block, built in the Depression for the slum dwellers of Hackney and now, after a lick of paint, new external staircowers and rubbish shutes, as good and solid and friendly as the day they went up.

"They are a marvellous piece of updating. When they were built they were provided with sheds to keep the coal and pram and bike in. Now of course Stoke Newington is a smokeless zone, babies go everywhere in little buggies that you keep in the flat and no one would leave a bike where it could be stolen. So what do the architects do?

"They demolish the sheds and replace them with play areas for the children and take down one block to make parking spaces for the cars. The result is a clean, spacious environment which reflects the needs of the eighties. That would make an ideal basis for a term's work and of course some of the children may live in them and have parents who grew up in them.

"I only found these flats when I came across a reference to them in a book I was reading. It described them as 'as good as anything currently being put up in France and Germany and much better than anything going up in Park Lane'." He hasn't had time to follow up the Park Lane lot.

Did he miss school, I asked? "Not the hassle," he said firmly. But the kids, yes, he missed them.

I bet they loved him. We met one. A dazzling young black woman waiting outside playschool for her own little daughter. "Oh Mr Whitehead, I thought you'd forgotten all about me," she yelped joyously, grabbing his arm. "I'm ever so good now," she laughed at him, all white teeth and glowing red dress. "I was so bad," she confided. "Don't you go telling this lady how awful I was. But I'm not any more and I'd like you to meet my husband."

Now, minus the hassle, he is free to enjoy occasional encounters like this and to concentrate on the books. "I hope," he said fervently, "teachers will never use them as textbooks but photocopy relevant pages, use them as a starting point, perhaps make up a set of questions to go with them. The very worst thing that could happen to them," he said with real horror, "would be that they should become sterile comprehension exercises."

He has strong opinions about libraries too. An ardent admirer of the national library system, he sees them as the centre of the cultural universe and would like to find the school library stocked with maps, census results, geological surveys and original material collected by pupils and staff.

"So much valuable work is regularly done by teachers and then lost. If it were stored centrally it could be built on instead of being repeated." So much is common sense. The next bit is more revolutionary.

"If the children produce new work about the area . . . if they do creative writing – 'What it is like to live in my house', say, then in 20 years' time that will be a valuable piece of historical evidence. It just the same way that something written in the forties about eating snoek or dried eggs or going into the shelters, would be now.

"Then if we are going to treat the children's work as a worthwhile piece of evidence, we are justified in asking them to make several drafts and that is a bonus in itself. There is also the question of respecting other people's expertise – parents, grandparents, neighbours.

"If you keep this material in the classroom or restrict it to one subject or one teacher, inevitably it is lost.

"Every school library should have the definitive material on its own area. After all," he explained, "we judge a library by its depth. Just as we go to specialist libraries for material on medicine or law or architecture, so the school library should become the repository for in-depth material on the locality." What a lovely idea.

Any school in need of guidelines could start with the Whitehead books. True they make particular reference to Paddington and Stoke Newington but the approach is universal. Would it make their lessons more interesting if CDT or English teachers were as familiar with the county war damage maps as they are with John Speede's decorative cartography. Do immigration patterns or the coming of the railways have any relevance to the teaching of R1? Only careful thought and a lot of walking will tell.

After three miles of London pavements, my feet ached and a drowsy numbness not only seeped but threatened to submerge me so we went in search of tea.

Perhaps, he said, as we munched banana cake, the nicest thing he had discovered so far is the great body of experts out there, ready and dying to share their knowledge. "Archivists up and down the country are only too happy to send me material that I couldn't get anywhere if I tried to buy it.

"If schools just thought out what they needed, got a definite policy and then asked for help they would find a world full of typists, photographers, layout artists and local historians just waiting for the satisfaction of seeing their talents recognized."

He conducted me, past the reservoirs fitted with filter beds after the 1852 cholera outbreak and through the Woodberry Down estate where the little dairy once stood, to the tube station. And then he said goodbye and disappeared smartly into the distance – a sturdy brown figure, swinging a faded holdall and moving like a man half his age.

The Growth of Stoke Newington £4.50 + £1.00 p&p.
Where We Live – Paddington £1.50 + £0.50 p&p; each from The Urban Studies Book Fund, 55A Parliament Hill, London NW3.

TALKBACK

Bring back English

DAPHNE BURGESS

I read the comments of the anonymous English A level examiner ("Marking time", *TES*, August 17) with great interest and a certain degree of fellow-feeling – I am an examiner for O level English literature and many of the comments could apply equally well to the scripts which I have recently completed.

However, I feel that the concern expressed about the products of the examination does not go far enough in its attempted analysis of where the fault lies. Resisting the temptation to rush to the defence of teachers whose "reluctance to teach a sense of context or period" and other forms of "failure" were cited in the article, I find more significant the judgment that "the examining boards must, I believe, force the schools' hands here, and put *English* back firmly at the centre of the A level syllabus", which is amplified: "we need an exam which tests an understanding of language – how it works and how it can be worked – before it can test an understanding of the ideas of Milton and Keats."

I do so agree. But which of the conventional A level English literature syllabuses offer us this aim? (The fact that the usual A level course is labelled "literature" begs a number of questions about the role of English language in sixth form English study which, though relevant to your writer's comments, are unfortunately too complex to include in a short reply of this nature.)

Even allowing for the fact that most of us cannot choose our examination board – that decision, for economic reasons, is usually made for us – there is little real choice available in the mainstream of A level, and the usual model on offer is a handful of standard authors, with some criticism or comprehension perhaps, tested by a "sudden death" examination which can be as limited in scope as two papers of three hours each.

I think it is rather the examination boards whose hands need to be forced: the format and ethos of A level English literature is still heavily influenced by the demands of higher education, despite statistics which show that of this, the most popular single-subject A level option, fewer than 5 per cent of sixth-form candidates go on to study English in any way.

That in itself may not seem such a bad thing; but the drawback of an overacademic course (particularly in a sixth-form environment which for various social and economic reasons is becoming more varied in its student intake) extends beyond its influence on the choice of books to a longer-ranging on how those books are taught and assessed. Books may be chosen more by consideration of what could be useful in later study; assessment techniques are largely related to the essay ultimately to be scribbled against the clock.

"Only a very few" of your commentator's candidates studying *Mansfield Park* mentioned any other Jane Austen novel; many people, students and teachers, find it unrealistic to have to present an essay which does justice to a novel like *Mansfield Park* in the 45 or so minutes (depending on your board) available, let alone make useful references outside the text.

Of course, the fact that the A level syllabus I teach consists of half-a-dozen texts does not force or entitle me to concentrate on them exclusively – and, for the record, I don't. But there is nothing much in the syllabus small print or the format of the examination paper to insist on anything else.

Here, I agree, the boards could perhaps be more specifically demanding. But they could also be more encouraging, by allowing a larger canvas for this wider study; if some syllabuses can offer, for example, an extended essay, a folder of externally-moderated coursework, or even an oral alternative such as running a seminar, why cannot such options be more widely available – or even compulsory? We all wish to do the best for our pupils, our candidates, and, as your writer makes clear, the subject and discipline of English itself.

I am not convinced that, at the present, the best way is available to us all. That three-hour length characteristic of the conventional A level marks me ask whether we are not simply rehearsing Finals three years before time.

Daphne Burgess is head of English at the City of Portsmouth Girls' School.

A level justice

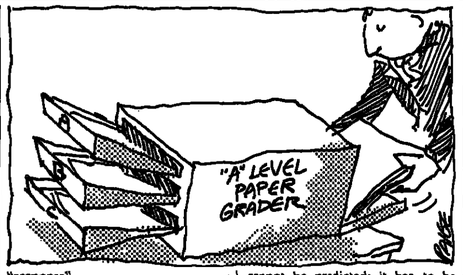
MELVYN ELPHEE

I have just received my A level results. I say "my" because although they strictly apply to my pupils, they have, by implication, something to do with me.

From the moment they sit the paper, reason tells me that my job is finished: we have covered the syllabus, ironed out individual problems and practised examination techniques. The rest is up to them, to prove in two three-hour papers what they have acquired over two years of study, and then it is in the lap of the gods, as the examiners appear to be from the lowly position of mere teachers.

But in fact the nerves start at this point. I see the traps in the paper clearly enough, but do they? There follows the uncomfortable lull of the post-exam period. "Forget all about it and enjoy yourselves." I tell my pupils, and I try too – but it stays in the back of the mind for all of us. The night before the results is tense, as they await their future destinies and I await the justification (or otherwise) of my past.

In some subjects, this waiting is less tense than in others. Give or take one grade, the sciences lend themselves well to precise prediction and even the factually-based arts have a reasonable chance of producing expected results. But my subject is English literature and here not only knowledge is being tested by the more elusive quality of



"response".

Over two years, the teacher gets to know his pupils' qualities of response and the extent to which these are based on textual knowledge and understanding. The examiner has to glean such an assessment in the few minutes he can *afford to spend on each answer*. Having been an examiner myself – and given it up out of disillusion – I know how very great the time pressures are, and how devastating their effect can be on sound judgment.

Working at midnight, after one full day's teaching and before another, *may* be a satisfactory method of identifying assimilation and understanding of facts and processes, for here the examiner is largely looking for certain expected contents. But the English literature examiner, working under the same conditions, has to be able to sustain a far higher level of *judgment* over the quality of interpretation, depth of understanding, detail of knowledge and sensitivity of response brought to each answer. A line of argument cannot be predicted; it has to be followed.

I am not given to expressions of my own intellectual inferiority, but I found the task frankly impossible: to distinguish between the top and bottom grades may be easy enough (though examiners' meetings in English literature show that even this cannot be taken for granted), but the subtle distinctions between, for example, a B and C grade, become extremely blurred and unreliable under the enormous physical, psychological and intellectual pressures of exam marking.

Yet it is on precisely such fine distinctions that pupils' futures depend: if the university has asked for a B grade, a C will not do, yet one C grade pupil may be superior to another with a B – or even to some with an A, for the examination system in this subject is at best unreliable, since it can only reflect a pupil's achievement under the peculiar circumstances of the examination. But each pupil at least deserves that best, for at worst, it means that students worthy of university places do not get them, while many a less able pupil somehow gets through.

I am enough of a realist to accept, through most of the year, that "That's life", and I never fail to remind my pupils that they must insure themselves against the vagaries of the examination system by the most thorough preparation and application. But when I actually see one of the most capable pupils I've ever taught reduced to tears by a grade that will debar him from university, and remember a grade A from last year whose knowledge, understanding and sensitivity of response could have been demolished in two minutes of *viva voce*, something in me screams out against the complacency of an educational world that perpetuates such injustice.

Of course, the examining board will tell me there is a system of appeals and re-markings. But one doesn't like to be a nuisance, experience tells us that grades are unlikely to be changed at this stage, there is an expense involved – and so teachers all over the country keep quiet when their hearts may be screaming out in protest at as many as fifty per cent of their results. (Of course, it can work the other way round – a few years ago I was tempted to query the *passes* of pupils I know should have failed!)

So what is to be done? A course work component reduces the haphazard nature of the one-off exam, but it is not always practical and even where it is, the examination section can still give a false skew to results. All things considered, I would still back the examination system as the best – as long as it is fairly and thoroughly conducted.

In English literature, this would mean that every paper should be double marked by examiners ignorant of each other's gradings. Where there is discrepancy – which will be quite often – a further marking should take place by an examiner of many years' experience.

This should also occur where there is a wide gap between the grades achieved and the teacher's prediction – teachers are, in general, scrupulously honest and deserve to be taken seriously. Also, no examiner should have more than a hundred essays per week to mark and he should be paid at a rate which reflects the demands they should make on his time. Of course, this will be extremely expensive; of course it will make even heavier demands on an already pressurized examination system, and there will *still* be people bemoaning the injustice of it all.

But if this is what is needed to reduce the unfairness of the system as it stands, then I am enough of an idealist to fight for it. All over the country now there are teachers, pupils and parents in varying stages of emotional upset – with varying degrees of justification. We will all get over it, carry on and make the best of things, but the processes of too many lives have been irrevocably altered.

Pupils whose whole lives have led towards a goal they had every expectation of reaching – for let us not under estimate the power and value of a university education even in today's world – have suddenly had it snatched from their hands. Those of us who have to watch can only lament that it is so often the wrong hands. I for one have lamented long enough. Now is the time to protest.

Dr Elphee is head of English at the City of Portsmouth Boy's School.

Soviet selection

AVRIL SUDDABY

The Soviet education system has a tradition of oral assessment. Only Russian and mathematics are assessed by a written paper in the end of year exams; which students must pass if they are to go up into the next grade. For all other subjects the pupil is given a question on a lottery basis and a few minutes later has to give the examiners his verbal answer. In higher education too a large proportion of the assessment is conducted by oral exam.

From the British viewpoint, oral examining is time-consuming and examining every pupil in nearly every subject seems impossible. How is uniformity of standards to be ensured? It is plain from reading the Soviet educational press that this is a matter of concern, and the use of standardized massed tests has been discussed recently.

After a visit to the science city of Novosibirsk, where I had an opportunity to be present at a Soviet "exam", I have doubts about whether the Soviets would be wise to abandon their system of assessment for the dubious benefits of Western-style standardized examining.

The famous science school, Akademgorodok, provides two years of pre-university education for exceptionally gifted 15-year-olds. The selection exams for this school involve the winners of science Olympiads, competitions organized throughout the republics to give young people a chance to compete in their favourite subjects. They spend two weeks living in the school, with the mornings devoted to exams and the afternoons and evenings to cultural and sporting activities. There were slightly more boys than girls, and the teenagers were from several different nationalities and backgrounds.

The atmosphere in the rooms where the examining was taking place could not have been more different from that of a British examination room. It was more like an after-school club devoted to an activity which the pupils found completely engrossing. The youngsters moved around freely, left the room at will, occasionally exchanged a few words with one another or the adults in the room.

Each pupil had been assigned a problem to solve that morning and had also been allocated to a postgraduate student from the school's parent university. The pupil could turn to the post-graduate at any time to discuss the problem or to ask for advice about his proposed solution. At the end of the session no exam papers were taken in for marking. Instead the post-graduate would write a brief report of how his group of pupils had worked, how creative their solving of the problem had been, and give his assessment of how the prospective student would be likely to cope with the demanding curriculum of the special school. The only subjects examined were maths and physics, the special subjects of this school, but all pupils had to have attained at least a satisfactory standard in the full range of subjects covered in the standard soviet curriculum.

Any pupil eventually rejected by the special school would, I feel, go home feeling that his knowledge and ability had been thoroughly examined and that he had spent a profitable two weeks at the school. How many of our pupils return from their brief interview for entry into university with such satisfaction? And do our written exams necessarily provide a fairer test of a students' attainments?

We have a strange reluctance to accept oral examining. It plays a minor part even in subjects like foreign languages. There is a feeling that it depends too much on the opinion of the examiner (although of course the same applies when an examiner marks a written essay). Oral exams are time-consuming to administer, but then a written exam is time-consuming to mark.

Admittedly, the same range of knowledge could not be tested in the short amount of time available for an oral exam; but to balance this, a wider range of abilities and skills can be tested, such as fluency, voice control and expressiveness.

The oral exam is also flexible, enabling the examiner to make some allowance for the nervous candidate and to immediately adapt some questions to test the very able. Also our students in teacher training colleges could, like the students at Akademgorodok, have valuable practical experience in helping with the oral assessment of schoolchildren.

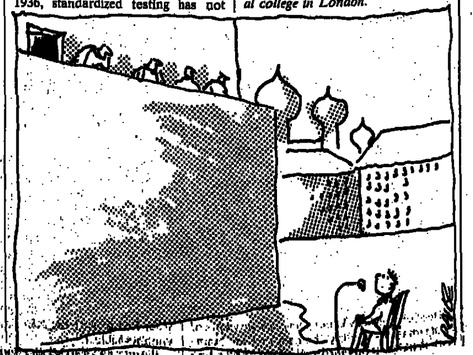
I suspect that the true reason for our unease about oral examining is that it lacks the seemingly scientific objectivity of a written test, where the end product is a precise mark or percentage. Yet any claim that our examination system has to scientific objectivity is easily attacked. The present O level system allocates percentages of pupils to various grades rather than give an objective evaluation of their achievement. In most subjects the exact grade given to a student, on which so much can depend, is very much a matter of chance.

In 1936 the famous, or infamous, decree on "Pedological Perversions" banned all standardized testing in the Soviet Union. This decree was directed against so-called pessimistic bourgeoise theories about predetermined innate abilities.

In contrast, Marxist psychology sees individuals as continuously developing in interaction with other individuals, and especially with the teacher in the classroom which provides the ideal formal learning environment. Since 1936, standardized testing has not been used and a Soviet type of assessment was forced to develop. It would be a pity if the presently felt need for more uniform assessment of educational achievement leads the Soviets to abandon the advantages of their home-grown system.

The school at Akademgorodok is of course an example of the very best of Soviet education and the examining there is also likely to be of a higher standard than that in most ordinary schools. It does, however, show that examinations can be rigorous and exacting without suffering from the drawbacks of the standardized written exam which we consider essential for assessment of intellectual attainment.

Avril Suddaby is a lecturer in a technical college in London.



THEATRE FILMS TELE… BOOKS BOOKS BOO… SION ART MUSIC TH… **Review** …TELEV… …BOOKS… …ART MUSIC…

Greene and the cinema

On Monday Graham Greene gives the Guardian Lecture at the National Film Theatre, as a prelude to a special season of his films. Barbara Crowther looks at the process from paper to celluloid

Graham Greene has a special place in cinema history. He was film critic on the *Spectator* (and other less prestigious magazines) from 1935 to 1940, and since 1938 has himself written the scripts of nine films, some from his own novels. "If you excite your audience first," he claimed once, "you can put across what you will of horror, suffering, truth". His long involvement with the cinema is reflected in the subject-matter of many of his novels, almost all of which have been filmed, if often with less than worthy results.

It has become a critical commonplace for Greene to be described as a "cinematic" writer, but what exactly does this mean? His stories certainly contain the stuff of successful film action, but the notion of "cinematic" writing surely also relates to matters of technique. As a rule Greene not only presents a wealth of closely observed detail, but visualizes the action through frequent shifts of perspective, as a camera might be moved or its lenses changed; he makes rapid cuts between scenes, plunging into them without a locating introduction; he constructs his narratives episodically, in dramatic scenes, which allows the action to be shown, not told; and there is fluid interweaving of description, action, dialogue and commentary.

However, other equally distinctive ingredients in his writing work in a different direction. Complex mental processes and psychological states are always tricky to portray in film; and controversies in Catholic theology, or Greene's almost obsessional play on moral themes (identifiable by handy key words like mercy, justice, pity) hardly present themselves as the stuff of popular cinema. To some extent these issues can be accommodated in the films because they are embedded in the drama of the hero's other predicaments. But what of Greene's distinctive authorial voice? And the striking literariness of his similes?

The use of the label "cinematic" is often so loose as to be misleading. You can find it applied, with differing literary qualities in mind, to writers as diverse as Dickens, Hardy, James, Hemingway, Faulkner, Fitzgerald, Dos Passos and Robbe-Grillet. A more interesting question is how far the literary uniqueness of these writers may be reproduced on film. For ostensibly cinematic writing doesn't necessarily adapt straight-forwardly in practice, and there may be numerous reasons for deviating from the literary original. Rather than limiting our critical attention to those factors we most commonly judge an adaptation by (plot, character, descriptive detail, the staging of key scenes) we ought also, perhaps, to ask how a film handles the less tangible, less cinematic aspects of a literary work or writer (like stylistic tone, authorial presence, symbolism).

While the study of film has developed new and powerful methods of analysis, the criticism of adaptations still relies, faute de mieux, on the criteria of traditional literary criticism, on "faithfulness to the original". But this assumes that the meaning of a work, in literature or film, is transparent and fixed. Modern critical theory, on the other hand, argues that "what the author intended" is less important than what we, as the audience, make it mean. To expect the meanings you find in a novel to remain intact in a film is to deny the creative participation of different audiences at different times. It also seems to suppose that the main reason for attempting an adaptation would be to present it, unsullied by mediation, to a wider audience.

Adaptation, of course, should be seen as an art in its own right, with its own structure and rules, and a system of meanings independent of the original as well as meanings related to the original. As a start in this direction, we could take the three categories of adaptation suggested by Geoffrey Wagner (in *Novel and Cinema*, 1975) – transposition, commentary and analogy. Transposition broadly conforms to notions of "accuracy" in visual description, plot and dialogue; commentary covers those adaptations where the creative nature of film art and directorial attitude is brought to bear on – and alter – the original, deliberately changing key aspects of it, re-emphasizing or re-structuring it. (Second-rate novels are often improved by film "commentary".) Analogy adaptations take the book merely as a starting point for the film, and depart quite far from it in order to create a very different work.

With these categories in mind, let's look at a few of Greene's films. The old favourite *Brighton Rock* (1947) would surely class as a transposition. Brighton of the thirties is immaculately represented in realist detail. The plot, moreover, is virtually intact. But what of the ending? In Greene, the teenage widow of the young gangster Pinkie goes off to seek comfort in the romantic message she had asked Pinkie to record in a booth after their wedding. We know it is brutally cruel. In the film version John Boulting (a director not famed for imaginative masterpieces) contrives to have her gramophone needle stick miraculously so she hears only "You want me to say I love you . . . I love you . . . I love you . . ." while the camera pans to a crucifix on the wall. Today's audience may groan, but it is by means of such a crude change in the plot that a concrete filmic equivalence is found for what the novel's priest calls "the appalling strangeness of the mercy of God".

The Fallen Idol (1948) is more of a commentary adaptation. It manages to preserve a lot of the flavour and themes of the original short story, *The Basement Room*, and for half the film, with a degree of imaginative flexibility, sticks reasonably close to its plot. It then turns into a police drama of detection, deception and double-bluff, slow-moving, but staple stuff for the 1948 British cinema. Director Carol Reed and Greene (who wrote the screenplay) both knew how to please the home audience.

Or take a more interesting case, *The Ministry of Fear* (1943), which Greene was anxious to have excluded from the NFT season. His hatred of it is understandable, even though it was directed by Fritz Lang, fresh from working with Brecht on the virulently anti-Nazi *Hangmen Also Die*. Lang had himself been eager to purchase the film rights to *The Ministry of Fear* but was beaten by Paramount Studios, who nevertheless signed him up as director. When he was presented with the producer's own filmscript, however, Lang tried unsuccessfully to get his contract revoked. The script hardly attempts to deal seriously with Greene's subject, the terrifying efficiency of the Nazi Fifth Column in Britain, but treats it as a melodramatic spy-romance. Though his scorn is scarcely concealed, Lang salvaged what he could. Picking up on the nightmare atmosphere of paranoia and general mistrust that pervades Greene's novel, he exaggerates the plot's confusions, the moments of melodrama and the grotesque figures; and with the aid of visual techniques inherited from German Expressionist theatre turns the spy story into a hybrid horror-thriller film. Much of its meaning hangs on its artistic reference to horror films and the current Hollywood *film noir* products. Though the script is hardly loyal either to Greene's story or its thematic tenor, the film nevertheless manages to project that aura of seediness and failure, of partly-living, that is common to so many of Greene's works. Lang has managed to pick up, in a way Carol Reed's crisper directorial style could not, the affinity between Greene's writing in the thirties and forties (often described as "flat") and the gloomy tone and visual qualities of *film noir*.

The Ministry of Fear and The Fallen Idol show the different kinds of contribution that can be made by directors working within the same framework of commentary adaptation. And what of analogy adaptations? Greene's novels have not tended to inspire them, probably because his determinedly antimodernist narrative style more readily invites the other kinds. Analogy adaptations would, however, not only be possible, but should be critically acceptable. While we should still understand the popular desire to judge a film against the book, we need to go beyond subjective impression and treating meanings as fixed, and learn how to look at adaptations as film, not just as second-hand reproductions.

A Mecca for writers

by David Wright

Sylvia Beach and the Lost Generation. By Noel Riley Fitch.
Souvenir Press £14.95.

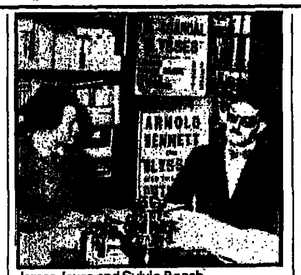
The world of Sylvia Beach, the last era of private patronage of the arts, came to an end in 1941 when a Nazi officer called at Shakespeare and Company, her famous Paris bookshop, and demanded her only copy of Joyce's *Finnegans Wake*. Rather than lose it she closed the bookshop and went into hiding until she, and Paris with her, was "liberated" – at least according to his own account – by one of her old protégés, the novelist Ernest Hemingway. What a world that was! Of her André Chamson wrote:

> Sylvia carried pollen like a bee. She cross-fertilized those writers. She did more to link England, the United States, Ireland and France than four great ambassadors combined. It was not merely for the pleasure of friendship that Joyce, Eliot, Hemingway, Scott Fitzgerald, Bryher and so many others so often took the path to Shakespeare and Company, to meet all these French writers. But nothing is more mysterious than such fertilizations through dialogue, reading, or simple human contact . . .
>
> Something of the twilight of that world I myself saw when in 1942 I began frequenting Fitzrovia and the Soho pubs, whither some few survivors of Montparnasse – notably the painter Nina Hamnett – had fled at the outbreak of war, and where the ineffable Tambimuttu played something like Sylvia's role of cross-fertilizer, though with no James Joyce up his sleeve. A little of the atmosphere of her bookshop – so far as concerns meetings with writers and artists, so often productive of crucial conversations and friendships – I experienced in the bookshops run in the 1950s by David Archer (who published the first poems of David Gascoyne, Dylan Thomas, George Barker and W S Graham) and, in Newcastle upon Tyne in the 1960s, by Tom Pickard, resurrector of the forgotten Basil Bunting. That kind of thing seems over now: today, for patronage and meeting-places, one has to depend on institutions like the Arts Council, the universities, and Arvon Foundation.

What a remarkable woman she was. The largely self-educated daughter of a New England Presbyterian minister, in 1916 Sylvia Beach came to Paris in search of a career: which she found two years later, when she formed an instant, and as it turned out, a lifelong friendship with Adrienne Monnier, who ran a bookshop in the Rue de l'Odeon. In November 1919, helped by a little capital from her mother, Sylvia opened her own establishment to sell and lend English and American books to the French intelligentsia. She was lucky: within a few months of the opening, Ezra Pound emigrated from London to Paris, drawing to him his latest discovery, James Joyce from Trieste, with the MS of his unpublished and unpublishable *Ulysses*.

Later came Ford Madox Ford, who was to edit *transatlantic review* and publish the young Hemingway. The devaluation of the franc brought American writers flocking to the city, either to stay or visit: Scott Fitzgerald, Archibald Macleish, Hart Crane, Thomas Wolfe, Elliot Paul, William Carlos Williams; and from London, visitors like T S Eliot, Wyndham Lewis, and Edith Sitwell, all of whom made Sylvia's bookshop their Mecca; only Bloomsbury seems to have held aloof. And the French came too: Valery, Larbaud, Fargue, Soupault, André Gide; to say nothing of musicians – Antheil, Gershwin, Copland, Satie and Poulenc.

But the great draw was Joyce, whose *Ulysses*, banned in every English-speaking country, was published by Shakespeare and Company in 1922. Dr Noel Fitch gives a very detailed account, in her very detailed book, of the innumerable headaches the printing and distributing of this book involved – and on top of all this, there was its author. As all his friends discovered, "to assist James Joyce was to have one's life taken over". More than anyone, except perhaps his brother Stanislaus, this was Sylvia Beach's fate. She and her bookshop became his bank, moneylender, fund-raiser, patron, post-office, literary agent, publicist, flat-finder, moral support and universal aunt. Hardly a week or month would pass but Joyce, as he put it, would "appear at the door in dubious habiliments, with impedimenta of baggage, a mute expectant family, a patch over one eye, howling dismally for aid".



James Joyce and Sylvia Beach

Yet *Ulysses* – from whose sales Joyce took all the profits – was always a best-seller. In 1930 it accounted for almost half his income (the rest being given by Harriet Weaver); and this income, in today's money, was a staggering £18,000 p.a.

But Joyce, who lived like a prince, was always broke. One can't see an Arts Council or government department subsidizing this kind of behaviour – even if the pay-off be a couple of masterpieces that have so far provided a living for scores of academicians over the last 30 years.

The tale of Joyce's demands and devious borrowings makes depressing reading. Dr Fitch is obviously infuriated by the man, especially by the misogyny of his later years, and by his too-sharp dealing with Sylvia when *Ulysses* was transferred to Random House and John Lane. She obviously does not see Joyce as a justified sponger (her appreciation of *Ulysses* and *Finnegan's Wake* is perfunctory to say the least). Here she parts company with the subject of her biography, who was no doormat, but did what she did with eyes open and suffered Joyce's exploitation without rancour:

> After all, I had my bookshop, and if I had wanted to make money I wouldn't have chosen to make it out of anything that belonged to Joyce. My multiple services to Joyce were free; and I felt more than repaid by the fun I got out of knowing him and collaborating as you might say with him . . . And, after all, the books were Joyce's. A baby belongs to the mother, not the midwife, doesn't it?

And her reward? Well, Joyce left her his manuscripts, which long afterwards she sold for what would now be something like £80,000; but that was not it. She was a great woman, and her reward, as for all of Joyce's friends and for Joyce himself, was not money but fame: the fame not of Joyce, but of the works of art they made possible – *Ulysses and Finnegan's Wake*.

ARTS

Illusion and reality

Kenny Mathieson at the Edinburgh Festival

The rumblings which greeted new Director Frank Dunlop's early promise to make the Festival more accessible to the ordinary citizens of Edinburgh reached new heights of paranoia with the election of the Labour administration in May, fuelled by some harsh-sounding threats from that quarter. Recently, an uneasy peace has reigned; assurances have been delivered, and the Arts Minister has pronounced himself satisfied that no murderous intent lurks in the City Chambers. Nonetheless, the new Council wish to see a less elitist, more democratic Arts establishment in the city, concerned as much with the all-year provision of art across a broad spectrum as with the extension of the Festival itself. Like the hugely popular **Glenlivet Fireworks Concert, Treasures from the Smithsonian Institution,** at the Royal Scottish Museum until November 4, has provided an opportunity to put some of this admirable theory into practice.

The exhibition itself extends to include an eclectic display of items from America's great complex museums, not all of which are American. Moving in time from a block of petrified wood some 200 billion years old to space technology, and in range from paintings and sculpture to notorious hats worn by Jimmy Durante and Larry Hagman, it caters for a wide variety of tastes, and will be seen only in Edinburgh. In addition, various supporting musical acts have agreed to play in the housing estates around the city, a move warmly welcomed by the Council as precisely the kind of popularization without declining standards they seek. Time alone will reveal how genuine a change is taking place: it is too soon to determine if this is a significant precedent, or merely another gesture. The debate may only have begun.

New York's Clurman Theatre form the centrepiece of a considerable Samuel Beckett celebration at the Churchill Theatre, presenting five recent short works. They reflect typical concerns: an old man, only his face and shock of hair lit, listens in silence to two voices speak of the past in **That Time**; two sit at a table in **Ohio Impromptu**, one reading, the other listening, occasionally halting the flow with a rap of his hand. **A Piece of Monologue** offers a quintessential Beckett figure, assailed by memory of the unaccountable, while cyclic repetitions of futility constitute **What Where. Catastrophe** offers a parable of the debasement of art in a totalitarian society, as the director and his terror-stricken assistant prepare a figure on stage; the artist himself, raised on his pedestal but with his face hidden, in silence, is the object to be formed and displayed. Written for Vaclav Havel, it is unusually politically pointed, and ends on a note of commingled defiance and despair.

The performances are of the highest standard, and serve to remind us what powerful theatrical experiences Beckett's works are, something which does not always emerge from the page. Concerned with the largest of topics – time, memory, meaning, despair, death – they focus upon them with an almost unendurable precision, a painful deliberation of language and gesture. Presented as directed by the late Alan Schneider in New York, they offer a tribute to both men. Elsewhere, another recent work by a major modern playwright receives its British premiere from the enterprising Salford University Theatre Company. Arthur Miller's **Two-Way Mirror** contains a pair of distinct works, imaginatively tailored to the limitations of the hall by Geoffrey Gaskin, a feat requiring the mass movement of the audience during a short interval.

Elegy for a Lady attains a kind of quiet perfection rarely encountered on stage. A man enters a shop to buy a gift for a dying woman; the owner is increasingly drawn into the relationship he describes; he departs, with a watch she has insisted he takes, each having come to some accommodation with the situation. The events, however, are rendered ambiguous: the play begins and ends on a darkened stage; the involvement of the woman hints that *she* may be the principal, may indeed be imagining this encounter. John Axon and Kate Devey play this finely focussed work with great sensitivity and restraint, and go on to rise admirably to the challenge of **Some Kind of Love Story**, more explicitly concerned with the kind of breakdown of personality, and of reality itself, hinted at in *Elegy*.

If it has not quite the unity and control of that work, it seems more demanding for the players, particularly the role of the schizophrenic Angela. Both, in their different ways, are social dramas played out at the shifting borderline between illusion and reality, sanity and madness, and are indicative of a shift in Miller's recent work. It remains, together with the Black Theatre Co-operative's marvellously played productions of Edgar White's fable of exile and return, **Redemption Song**, the most memorable of the Fringe productions I have seen this year.

Miller's tale

A View from the Bridge
By Arthur Miller
Young Vic, September 4

"You tend to think that Tennessee Williams is the writer about sensuality and sex. I find *A View from the Bridge* a very sexual play. It's completely unstated but there it is in this tiny confined apartment. It's a very passionate play, but passionate more through denial of desires than by expression of them."

So says Roger Smith, whose production of *A View from the Bridge* opens at the Young Vic next week. His will be the first London revival of the play since the original Peter Brook production in 1956. Times have changed. In the fifties the play's notorious all-male kiss led to objections from the Lord Chamberlain: patrons had to join a club to see the play. People under the age of discretion were doubtless barred. Now comes a production which is likely to attract a largely youthful audience. Roger Smith believes that one of the good reasons for reviving the play is that audiences of all ages are probably better equipped now to understand it. "Our awareness of the psychology of relationships is better than it was 28 years ago. So what's going on under the play one is more able to tap now than then."

When Miller wrote the play he was much preoccupied by the question of the tragic stature attainable by "the common man". His protagonist, Eddie Carbone, is a Brooklyn Italian longshoreman whose fall from grace turns on an act of treachery against the community he reveres. Relatives from Italy have entered America illegally and are hiding out in Eddie's apartment. One of them, Rodolpho, falls in love with Eddie's 17-year-old niece Catherine. Eddie's reasonable urge to protect her is mixed with a disturbing desire for her which he won't acknowledge. He grows rapidly more desperate that no one shares his suspicions that Rodolpho "ain't right" and in the end resorts to shopping his cousins to the authorities. He is publicly denounced as a traitor, and dies in a street fight attempting to rescue his "name".

Smith is clearly very impressed by the appeal of Eddie's character and regards him as a bona fide tragic figure. "It's a man who's come to his limit, to the end of his reason, to the end of his intelligence. He can't face, neither does he really know, what is driving him. That's what gives him his dignity and his tragedy."

When Miller visited London in July he talked to Smith about the play, and expressed a misgiving about the 1956 production. He felt, apparently, that what had been missing was an authentic portrayal of working-class people. He complained that "everyone sounded as if they'd come from the Foreign Office". He had gone on to make the extraordinary suggestion that the Young Vic might like to transpose the action to England – to London, or Liverpool. Smith didn't take to the idea. "The rhythm of the language is so specific to Italian Brooklyn that you would have to start rephrasing and changing words. And in any case that kind of immigrant problem as far as Italians are concerned we don't have." He is confident that the problem Miller fears will not arise again. Since 1956 more actors have come from working-class backgrounds. It's far easier now, he says, to portray working people authentically. He places great emphasis on a proper understanding of the specific cultural setting that produces an Eddie Carbone. The waterfront is "macho world, a world that accepts violence, a world of men, respect, honour". What makes Rodolpho "not right" in Eddie's eyes is his openness. The world Eddie inhabits "can't face up to any so-called feminine feelings. The fear of it leads to great insecurity". The climactic kiss that Eddie gives Rodolpho, ostensibly to prove the latter's homosexuality, gives expression to that insecurity. It also, Smith suggests, has echoes of the Mafia kiss of death.

Lynne Truss

Play back

Alan Bennett season
National Film Theatre, from next Wednesday

Next week the National Film Theatre launches a season of all Alan Bennett's television plays which will culminate in a *Guardian* lecture appearance on September 19. With the universal praise of *An Englishman Abroad* and a special BAFTA award for his contribution to the medium, Bennett is at last being acknowledged for the master he is.

When looking for a common element in Bennett's work it is easy – and very enjoyable – to concentrate on the language. "All that's come in now. Lemon in you tea. Yoghurt. Carrying babies on your back. We weren't brought up for to any of that. I was thought a bit revolutionary for having prunes." Bennett delights in misplaced metaphors: his characters "have a stab" at Paris, take air travel "in their stride", practise rock-climbing before "jumping in at the deep end", and (unforgettably) "limber up" for O levels. Writing in an introduction to a collection of these plays Bennett says that what strikes him is the repetition of incidentals. "Why are I always on with hang-gliding, for instance? What is it compels the mind about indoor sports centres or life-saving, indoor rock-climbing and sub-aqua?"

There are of course larger preoccupations at work too. Interestingly, sub-aqua is mentioned twice in the same context: it provides an excuse for a young person not to visit a hospital or cemetery with his relatives. Bennett often concentrates on families drawn together through a duty to the dying (*Intensive Care*, *Rolling Home*); on the way isolated people respond to intervention from professional carers in homes, hospitals and old people's clubs (*Sunset Across the Bay*, *A Woman of No Importance*); and on the intrusiveness of social workers and other observers (*Our Winnie*, *Say Something Happened*).

This last, to be shown on September 16, is a simple and moving play in which an elderly couple (Thora Hird and Hugh Lloyd) allow an inexperienced social worker (Julie Walters) into their home. Her job is to persuade them that they are "at risk", but she repeatedly breaks any human contact she establishes with them by quoting from relevant sections of her handbook: "The refusal to recognize the approach of old age and the possibility of infirmity is entirely natural". The play turns on this very refusal. They have no desire to be marked out as old people: "They put you on a register, next minute you're sitting round banging a tambourine."

Say Something Happened is a naturalistic reworking of Bennett's absurdist stage play *Enjoy*, which didn't go down too well with the critics; nor did his only experimental television work *The Old Crowd* directed by Lindsay Anderson for London Weekend in 1978.

The outrage with which critics responded to the play has become legendary so it will be interesting to see it again (September 8). In the context of Bennett's other works the hostility may seem less surprising. Critics are conservative by nature, and when they value a style like Bennett's they don't want it messed around with. Writers are not surprisingly angry at being trapped by their own success, and on the occasion of *The Old Crowd* Bennett complained to *The Sunday Times*: "People say, 'Oh,' but that's what you do best. You should stick to doing things that are very particular and peculiar'. But what people never understand is that you often don't like what you do best." A sobering thought with which to approach this retrospective season.

L T

Next week

John Weightman reviews Daniel Boorstin's "The Discoverers: A History of Man's Search to Know His World and Himself", a drama textbooks.

Good lads?

A Credit to the Force
National Youth Theatre
Peacock Park
Royal Court Activists Youth Theatre

Christopher Short's play about how the police are trained to deal with riot and civil insurrection is so polite, so abstract and mealy-mouthed that the only real controversy to erupt on the press night came when a lady from the BBC accused me of burning her ear with a cigarette.

A Credit to the Force, which opened this year's National Youth Theatre season, certainly had explosive potential but turned out to be a rather dull affair. Directed by Graham Chinn, it painted a terrifying and totally convincing picture of 20 young police cadets wearing boots and helmets, crouching defensively behind plastic riot shields – but did next to nothing with it. The lads, inevitably a bunch of sociological allsorts with backgrounds ranging from Ulster to Oxford, sometimes muttered darkly about "going in". They disliked "blacks in Brixton and sodding miners", but they were plainly meant to be Good Lads at Heart. You could tell that because one of the training officers shouted "Well done, the police!" after each and every exercise.

Even the impossibly contrived story of PC Malcolm Shepherd, the best the play could do by way of a plot, elicited no firm comment, anger or commitment from the playwright. Jonathan Wingrave tried hard to flesh out the character of the cadet who had escaped to Hendon from a mining village, a father who insisted on working despite the strike and a militant, picketing brother. Poor Malcolm. For some reason all that made him think he knew about the real world. Inevitably he left the course, complaining that "it's unreal, it's deceptive – and it's bloody dangerous". Dramatically speaking, I'd love to have been able to say the same of the play.

Meanwhile, the Royal Court Activists, displaced from their usual home in the Court's Theatre Upstairs, are serving up some home-made pie in the sky at the Man In the Moon pub down the road.

It is a shameless exploitation of the *Equus* idea they're passing off as *Peacock Park*. Set in a young people's therapy and guidance unit, it has Tim, a young liberal counsellor/Dysart-figure encouraging a group of adolescent weirdos to act out the traumatic moments of their uniformly shabby lives. They don't take much persuading, and we get tableaux depicting alienation, masturbation, contraception (everything except blinding horses).

No less than 20 individuals are named as contributing to the script. Shaffer is not among them. He should be, for Tim even has dreams. In *Equus* Martin Dysart dreams of carving up children; in *Peacock Park*, maybe because of the generation gap, Tim tells us through an awkward letter-monologue that he's dreamt of stabbing his father. There's gratitude for you. Come on, Activists, you've done far better than this.

Hugh David

In modern dress

Romeo and Juliet.
Suffolk Young People's Theatre.
Theatre Royal, Bury St Edmunds, The Princess and the Swineherd.
Wolsey Youth Theatre, Wolsey Theatre, Ipswich.

There is of course no imperative for a summer school to attempt a formal staging of its set-text, something that inexperience and variable ability usually make a pale imitation of a professional production. Indeed, work-in-progress – developed improvisations, explorations, parallel work on relevant material – may often be of more interest to an audience as well as to the young actors themselves.

I suspect the Suffolk Young People's Theatre rehearsal period was much more interesting and thoughtful than its resultant performances might imply. Although it may have been a useful workshop idea, the Belfast setting (with the accompanying uncomfortable Belfast accents) proved limiting and unilluminating over the long haul of the nearly full text, despite the occasional pluses of a decayed urban environment of boarded-up buildings, chicken wire, riot shields and shoulder holsters, the Capulets' ceilidh and a Mercutio (Mark Jenner) who would not have looked out of place twirling a baton for an Orange band.

The play was prefaced by Andrew Darlington's strong and strangely lyrical "I will be your Armalite", delivered by Matthew Knight (Romeo) and Keri Adams (Juliet) with a commitment and understanding that contrasted with the conventionality of their subsequent performances.

At the Wolsey meanwhile a fairy-tale was succumbing to feminism. (The heroine refuses to marry the hero as she wants to be Empress in her own right – not a damp eye in the house.) Where the Wolsey Youth Theatre is always so impressive is in the sophisticated simplicity of its narrative devices and action set-pieces, where the very economy of means is itself attractive and amusing: for instance, a chase through a forest with every spare body a bush or a beast; a collective evocation of Magnus's court, "Hail to the Emperor! Crovel, grovel, grovel", or a small, uniformed child shifting a few inches being described as "the army on the move".

Jill Burrows

BOOKS

Driven by the dark engine

Japan's High Schools. By Thomas P. Rohlen.
University of California £10.95.
0 520 04863 6

The year 2000 will be the beginning of the "Japanese century", a well known political pundit recently predicted. Whether this proves to be the case, certainly few societies today have captured Western fascination more: Japan's impressive industrial prowess, based on a curious blend of Confucian thought and ultra-high tech, has made it the nut everyone seems to want to crack. Yet the task is not easy. Formidable linguistic and social barriers keep most foreigners at bay.

Dr Rohlen, an American anthropologist, has risen admirably to the challenge. "Education is the cheap defence of nations," wrote Edmund Burke – no nation notes Rohlen, has taken this apothegm more to heart; indeed, in analysing Japanese secondary education he tells us more about what makes that country tick than most recent work. Fluent in both written and spoken Japanese – and, most important, highly attuned to the currents below the surface – Rohlen spent 14 months observing five secondary schools in Kobe, a cosmopolitan port town some 300 miles south of Tokyo. The result is a scholarly, yet remarkably unstuffy, rendering of what he deems to be a key socialization period – his premise being that high school is the prime time when cultural ideals, attitudes and highly efficient work patterns are, for the majority of Japanese, indelibly set.

Japan's meritocracy is the underlying theme of the book. Due to the interplay of historical and philosophical forces, Rohlen argues, Japan may well be the most meritocratic society on earth today. And it's in the country's educational system that he sees the seeds of this meritocratic order: rather than the traditional social class symbols of capitalism, the author writes, it is educational attainment more than any other factor which determines one's place within Japanese society.

The outcome of all this is a country where there exists an admirable degree of equal educational opportunity up to the age of 12. After that, children must sit an awesome high school entrance exam to determine their school placement within an eight to ten tier ranking system – but that's only the beginning.

Currently in Japan 80 per cent of all high school students aspire to higher education. Hence the inflated importance of the country's university entrance exams. Indeed, an enormous amount of teenage energy is geared solely towards this event – a point that cannot be overstated. One's institution of higher education is the crucial final step in establishing adult social placement, and everybody knows it. The end result, observes Rohlen, is an educational system driven by the "dark engine" of the university entrance exam. The situation is so extreme, in fact, that there's currently an outcry to lessen the inordinate pressure of this incubus – to no avail. As Rohlen shrewdly shows, it is too deeply entrenched in both the psyche and success of Japanese society for any substantive change to take place.

The by-product of such an obsessively exam-oriented high school environment is two-fold. On the one hand, Japanese are generally imbued with all those qualities needed to succeed outstandingly in today's technological world – ie diligence, self-sacrifice, coping well with repetition; while on the other, the thrust of Japanese high school education is necessarily encyclopeadic rather than analytic.

This certainly makes for remarkable educational efficiency: high school students achieve a greater average level in science and mathematics than those of any other nation, and the country reaps great rewards economically. But such efficiency comes at a price. While it produces a society that's well run, the educational style is "shallow and uninspired". Rohlen concludes: it is a system "without heart".

The book is hard to fault. To his credit, the author has succeeded in covering his subject from every angle, yet never sacrifices depth for breadth. Greatest among the many strengths, however, is its sheer readability; never have I encountered a work on modern Japan which so skilfully captures what is intrinsically unique about the society. Indeed, Rohlen proves that comparative education need not be a litany of lifeless facts – having had the precious opportunity of such extensive fly-on-the-wall fieldwork (this is the first published account in either Japanese or English of an observational nature), he doesn't waste it. His points are solid and fully researched, but the real impact comes from his continual use of cogent anecdote. The author's elegant style and sharp eye have in fact made his book as page-turning as a well-written novel.

Japan's High Schools deserves to be widely read. It will be, without question, the definitive work on the subject for many years to come.

Linda Joffee

Tomoka settles down to two hours homework. One of the illustrations in *A Family in Japan* (Wayland £4.25) to be reviewed shortly.

African plays and playwrights

The Development of African Drama. By Michael Etherton.
Hutchinson University Library for Africa £12.00 and £5.95.

The title of this book is perhaps misleading in that the argument does not in fact concentrate on the historical development of African drama from indigenous forms of theatre to contemporary conditions and characteristics. Small wonder, considering that the subject matter, forms, styles, and social functions of African theatre, both traditional and contemporary, are so infinitely varied as to defy easy definition. On the other hand, the author assumes that all works in English by African playwrights can be compared with one another on the basis of their socio-political commitment, regardless of the very different cultural and historical influences upon them. Illuminating insights occur throughout the work, but occasional misreadings do crop up where a given work is not amenable to the criterion of judgment imposed upon it.

The most fascinating section, the first two chapters and the last, discuss African drama as both literature and performance while emphasizing its socio-political relevance in the process of rapid modernization which the various traditional cultures are now undergoing. The intervening five chapters consider particular plays under headings such as adaptations of European classics, plays about anti-colonialism, and works of post-independence political protest. An admirable balance is achieved by giving equal attention to work of both popular and art theatres, certainly a welcome change from the exclusive concern in academic circles for drama as high literary art. Etherton is especially informative on the social analysis and production methods of contemporary travelling companies as well as of those of community workshops. He is also keenly sensitive to the ambiguity of developing literary proficiency in order to preserve the popular performing arts while actually developing an elite literary culture which spells doom for that which it would preserve. But, a discussion of traditional African theatre and its relation to contemporary manifestations is needed to counter-balance the author's ideological commitment to the "drama process" as a means of raising the level of political consciousness at the grass roots, of working out local problems in aesthetic/therapeutic workshops.

Some attention to traditional dramatic forms and their social functions might have occasioned a more objective view of Clark's *Ozidi*, for example, which surely need not be subjected to either a realistic (Eurocentric?) reading, or to a predetermined production method. The play's finer points as well as deficiencies are functions of its traditional origin, and the piece will not fit comfortably into the offered thesis. In the same way the comparison of Rotimi's *Ovonramwen Nogbaisi* with Ruscin's *Kinjeketile* shows significant signs of strain, in that Rotimi celebrates a spectacular and ritualized victimization by circumstance, while the critic extols the psychological cut and character thrust of heroic tragedy. The two world views are not compatible and something less than justice is done to Rotimi's theatrical vision.

Soyinka's *Madmage of Aanaseva* is also slighted, and in a comparison with Hevi's *Amave* we are told that "there is a lack of real meaning in the play". In the same vein we read that "a great deal of contemporary drama in Nigeria has tended to be uncritical, in any coherent analytical sense, of the society or of the body politic . . . Types are satirized – they may even be class types – but invariably they are the architects of their own misfortunes and the cause of their downfall. This may reflect the satire in the performance traditions of Nigeria and their inherently conservative function of preserving the status quo by the timely public criticism of the excesses of the traditional elite."

The words conservative and elite are used here in a very particular sense. Should all social analysis be revolutionary? Are the tricksters of folklore, as in Southerland's dramatized and updated Ananse tale, to be identified as members of a traditional elite? Dramatic situations and characters based on traditional precedents are not necessarily best measured according to the criteria of European socialism.

The author intends his study for African students of drama in Africa, and in the main they will benefit greatly by it, but there are one or two technical definitions and assumptions which tend to mislead. The glossary, for example, confuses the concept of dramatic characters as personifications with that of allegory as the basis of composition or structure, while the definition of plot, naturalism, proscenium arch, and ritual theatre leave much to be desired in terms of clarity and completeness. Such carping criticism notwithstanding, the work is far and away a cut above anything available on the subject.

Richard Taylor

Revolutionary portrait

Family Portrait with Fidel. By Carlos Franqui. Translated by Alfred MacAdam.
Jonathan Cape £12.95 and £5.95

At last, an insider's book which puts a bit of flesh onto the official bones of Fidel Castro, rather too much, perhaps, for the great man's own taste. Carlos Franqui, a youthful Communist, quit the party to join Castro's *barbudos* – the bearded ones – fighting the Batista regime in the Sierra Maestra. After the victory, Franqui edited *Revolucion*, a lively and irreverent journal. Outside the real circles of power, he still seems to have known everyone who was anyone in the new Cuba and was around, with an excellent journalist's ear, when all manner of interesting and important things were going on.

The specialists will have to judge whether everything happened just as Franqui says, but for general readers his sardonic, often bitchy and eventually bitter, observations and anecdotes about Fidel and those around him make excellent reading (aided greatly by the translation of Alfred J. MacAdam). In the euphoric early days, Franqui relates, an impressive warrior's beard was so much in fashion that razor blade sales plummeted. He had never liked his, so had it shaved off. Castro was genuinely outraged. "Listen Fidel" says Franqui, "the whiskers were mine weren't they?" "No! No! Nobody's allowed to shave round here." According to Franqui, he got the last word by betting Castro that "someday there'll only be one set of whiskers around here – yours."

At a booze-up with the Russians in New York after one UN session, some of the Cubans with Castro were needling Khrushchev to tell one of the political jokes about himself. Instead, he turned the tables neatly by pointing to Gromyko and observing, "Cubans, form your revolutionary tribunal and sentence Gromyko, the man who recognised Batista." There was a deadly silence, Franqui recalls, though the great survivor appeared to be quite unruffled (and later proved to be the only Russian who knew to how handle Cuban cigars with proper respect).

Because he so obviously liked and admired the man he chose to follow into the hills, Franqui's penetrating assessment of Castro's complex personality sounds pretty convincing. The great improvisor, Franqui argues, whose style has never really changed, power resides in him alone, never to be shared with those from whom he expects unconditional loyalty. Fellow guerilla heroes like Huber Matos who crossed him after the victory were ruthlessly struck down (Matos got 20 years after a trial in which, on Castro's orders, he was not permitted to speak in his own defence). "Fidel had an innate distrust of the people" Franqui writes. "He preferred militarisation to organisation. He also thought that in peacetime and economics the same rules applied as in guerilla fighting – that a group of leaders could change everything."

As the Communists tightened their grip on power under Casstro, life got increasingly hard for people like Carlos Franqui who insisted on arguing aloud that the revolution belonged to all Cubans. The accounts of organised persecution of intellectuals and artists, of grubby campaigns against prostitutes, homosexuals and other drop-outs who offered "revolutionary morality" will not please those who still believe Castro can do no wrong. Franqui's acerbic pen portraints of men like Fidel's brother Ráúl, who comes across as an apparatchik thug, and Che Guevara, likeable but totally out of his depth in the minefields of factional warfare, are dotted pleasingly around the book. As for the author, he now lives in exile in Italy.

Philip Jacobson

Life after school

Professional and Vocational Degree Course Offers – 1984/85. By Brian Heap.
Careers Consultants Ltd. £5.50.
0 85660 0849

The Sunday Times Good University Guide. By Peter Wilby.
Granada Publishing £4.95.
0 246 12387 7

With large cohorts of children born in the late 1960s now reaching the age of majority, only to find that government cutbacks have reduced the number of places available in higher education, several handbooks have appeared to help applicants cut a path through the post-18 jungle. In times of economic hardship the thoughts of many turn to professional and vocational degrees which might ensure a decent meal ticket, so Brian Heap's volume on the A level grades such courses require is very timely.

The book is full of the information which applicants will need, starting with the inevitable "how to choose a course" section, now more or less obligatory in these compendia, before going on to the main body of the text, over 120 pages of minute detail on everything from accountancy to wood science.

In each field one can discover which universities, polytechnics or colleges offer degree courses, what A level grades are normally needed, whether there is a sandwich course or industrial placement, professional examinations taken, alternative and related careers, and useful addresses. Interested in information technology? Try St Andrews (BBC) or Leicester Polytechnic (CD). Media studies? Central London Polytechnic (CC) or Dorset (BEE). Brewing? Only Heriot-Watt for which you need DDE on entry, and, if you over-indulge in the product, will have DT on exit.

Brian Heap's book is excellent value, as is Peter Wilby's *Good University Guide*, which deals with the whole higher education sector and grew out of his comprehensive coverage of the topic in five issues of the *Sunday Times* magazine last year. The information is based on answers to questionnaires, returned by all institutions except, for some reason, Bristol University, Queen's Belfast and Bulmershe College.

Each section gives most useful details of student numbers, A level score needed, employment prospects, academic and social facilities, male/female ratio and student appraisal, some of it in flip "alternative prospectus" terms. Thus Reading University is said to be good for opera, Morris dancing and ploughing but not for wild parties. I must remember to send my daughter there.

E C Wragg

To amuse the battle-weary

The Harpole Report. By J. J. Carr
Penguin £1.75. 0 14(0) 6920 8

This fictional account of life in a primary school tells the story of its head, George Harpole, via his private journal and a series of memos, Pen-gulf have reissued it twelve years after its original publication, so it has a strong flavour of the 1960s about it. Though not a side-splitter, it may gently amuse the more battle-weary as poor old Harpole fights a largely losing battle against his colleagues, pupils and the local authority's administrative machine. My favourite memo exchange was: Croser to Harpole: "Can I have 4 dozen new English exercise books?" Harpole to Croser. "No".

ECW

A triptych of painted panels showing a man flanked by Serapis and Isis, Egyptian gods worshipped by Vespasian, is one of many full colour illustrations in *The Romans: their gods and their beliefs*, by Margaret Lyttelton and Werner Forman, a lavishly produced volume published by Orbis (£12.50).

Girls will be girls?

Girls and Boys: The Limits of Non-Sexist Childrearing. By Sara Stein.
Chatto and Windus £8.95 and £4.95.

Sara Stein is undoubtedly a caring, sensitive lady who is very concerned about families and their problems. She is also a New Yorker, who writes from her cultural fortress as though it were the norm for the world.

Freudian ways of looking at the world tend to dominate her arguments. As the proud mother of four sons, for example, she feels they have provided her with some compensation for her childhood yearnings to be male. Yet even then she knew that a tomboy wasn't a real boy, a truth which has become the reason for this book – to find the kernel of difference between masculine and feminine.

Her central thesis is that there are real biological differences between the sexes, many of them psychological, which emerge at the appropriate stage of maturity and for which it is not possible to find a gene, like grey hair. Although she accepts that ways of upbringing can have an effect in accentuating those differences, she will not allow that they are directly responsible, insisting that the biological imperative will out. Stein points out, for example, that "Our adoption of blue jeans as a unisex uniform was not widely accepted by children. Little girls sought to differentiate themselves from little boys by preferring Calvin Kleins to Levis".

There is some lip-service paid in the book to styles of upbringing in other cultures, such as those contentious New Guinea tribes of Margaret Mead, but the overwhelming body of reference is to the American dream where "mothers have traditionally been the ones to dry tears, bake cookies . . ." and stay at home waiting for the real event of the day, the gladsome call "Daddy's home": mothers coming home from work, she explains, usually get the day's complaints.

Having set this cosy middle-class scene as typical of all human life, the author protests that those who would want to change it, particularly a feminist called Letty Cottin Pogrebin (who is gently put right throughout the book), serve only to confuse parents: the bejeaned children soon sort themselves out. Such misguided people might say, for example, "A man could be male even if he found his gifts most apt for childrearing; a woman could be female and pursue mathematics".

As a biologist/ethnologist, Stein spends a chapter reasoning from the world of chimps as evidence of our early ancestry. She concludes that as their sex roles are clear cut, then ours should be too; but does not draw similar conclusions from their rampant promiscuity. Sex roles, she argues, are a survival mechanism. As hominids became human and women's pelvises became enlarged to allow the passage of the bigger brains of their infants, their running became less swift and so they had to be fed and cared for by their menfolk while encumbered with little children. One can imagine primeval woman sitting in her neat cave, inquiring solicitously on hubby's return "Had a good day in the forest, dear?"

It would have been less far-fetched if she had chosen to illustrate her arguments with examples from primitive human society. Then she might have found that the women not only give birth, but provide most of the food too; the men doing the really important things like killing animals and attending to religious rituals such as the rebirthing (initiation) ceremonies.

But, the biologist continues: it is crucial to our species that boys "slam doors and join clubs, just as girls bake cookies and whisper secrets". Stand up any parent whose son has not whispered secrets and whose daughter has not slammed doors.

However, in spite of the many American academic works to which she refers, Stein's understanding of psychology is not impressive. For instance, a high proportion of the reasons given for believing that boys and girls function differently is because of what they tell researchers, as though they had been reared in a vacuum. When she applauds the little girls who want to grow up to be brides, or little boys who want to be truck drivers, does she think they pick those concepts off trees? It is also difficult to accept that three-year-old girls actually prefer a purse as a going home party present, to a red fire-engine with squirting hose which boys are more likely to get. Most British children have to be satisfied with the sexy combination of a balloon and a tube of Smarties.

Alternatively, the author turns to classical Freudian psycho-analysis. A chapter is devoted to the infant's discovery of his or her genitals. The typical male two-year-old, for example, "does his best not to see what he has already observed; his mother (urinating) does not have a penis". Quoting heavily from a psychoanalyst who has watched many parents and children in her consulting rooms, there is the story of the tiny girl who, while showering with her mother, pulled at her pubic hair, desperate to find a penis. Her disappointment then brought about her pathological hair pulling. Any question of either biased research samples or investigators would doubtless be churlish.

Like anyone trying to prove a point, Stein's references are also carefully chosen. There is but one fleeting sentence given, for example, to all the important work on girls' learned helplessness. Not a whisper (even a feminine one) about the effects of efficient contraception, nor about the widely used concept of "locus of control" which is used to explain individual and group feelings of autonomy, often poor in both women and the lower social classes. Indeed, social class differences can also be distinguished in babies of about a year old, but then perhaps they are biological too.

Stein sees the feminist movement, which she clearly dislikes intensely, as being formed of women who are still disappointed in their penniless mothers. However, she writes that "Non-sexists could wipe out all our toy stores, television shows, picture books, and Little Leagues to no avail. As far as we can tell, girls become girls and boys become boys without them". On that point she is surely right: real change has to be further reaching.

In Stein's terms "The bold experiment to raise non-sexist children is not working" . . . children are sticking to their sex-roles in spite of their parents, the children of women doctors do not believe that women can be doctors, and hairy arms mean that you're smart. Though it is clearly impossible to bring children up without a culture, in order to see how their sexuality would show itself, it is a pity that someone who writes as skilfully as Sara Stein should be unable to take a more objective view of the world.

Joan Freeman

Parrott patter

Children's talk. By Catherine Garvey.
Fontana £2.95. 0 00 636594 9.

According to its distinguished editors, "The Developing Child" series is designed for parents, educators, students of psychology, and indeed for any of the increasingly numerous professionals who are "responsible for raising a new generation". The common reader will need uncommon pertinacity to get through the terminological paraphernalia – locutionary, illocutionary, perlocutionary – that clogs the opening chapters of *Children's Talk*.

Methodological expositions usually impress upon us the unprecedented difficulty, importance and originality of the author's research. This account is undoubtedly the fruit of enormous labour. For 10 years Professor Catherine Garvey has painstakingly collected video and audio-recordings of three, four and five-year-olds in conversation. Most of the children were observed (by unseen adults) in pairs in the laboratory-playroom – not the most stimulating of environments, despite the provision of assorted toys, including carpenters' tools and two ladies' handbags containing jewellery. (Listlessly, the incarcerated kids wonder what the others are up to: "How long before our friends come back?")

In addition three mothers collaborated in producing longitudinal studies of younger children from families associated with the university. We are not told *where*, an omission which needlessly diminishes the dialectal interest of the sample. Frequent references to "pals", Macdonald's, and Raggedy Ann suggest that an occasional use of "nappies" for "diapers" and "Mars" for "Hershey Bar" represents somebody's half-hearted attempt to anglicize the transcripts. Why?

Professor Garvey, who has written on "Play" in the same series, wields a leaden pen: "Talk is a very complex activity. Like other human activities, it unfolds in time . . . It occurs somewhere, at some time, in among certain people (or perhaps from a solitary person) engaged in doing something or several things." But of course no weight of platitudes, no cumbersome classification of communication channels and facilitation-systems, can wholly crush the life out of this data. Whether the findings strike us as predictable or surprising, it is worth scrutinizing verbal manoeuvres within nurseries and the roles adopted in games of make-believe; worth noting that care-givers, chatting to babies, instinctively treat even a burp or a chortle as a turn in the exchange; worth reporting that, at a later stage, polite requests tend to be addressed to fathers, while imperatives serve to order mothers about.

The investigation of language in the very young is bedevilled by problems of definition and coordination. How can scientific teams standardize their procedures, ensure consistency in their analysis of utterances, or even agree as to what counts as an utterance? Paradoxically, the turgid abstractions of this disappointing book may give heart to individual enthusiasts who have few scholarly pretensions but ample opportunity to document infant speech acts, as it were, in the wild. Where so little is known, much can be done by amateurs. Words spoken on impulse, in the midst of spontaneous activity or at ease in familiar routines, are surely more likely to shed light upon the mysterious evolution of linguistic processes and purposes than experiment such as Thomas Thieman's, respectfully cited here, in which tots were made to repeat and then recall the sentence: "The bird sat in the tree and it sang a song." How symbolically apt it turns out to be that the microphone in Professor Garvey's laboratory-playroom was concealed beneath a stuffed parrot!

Marion Glastonbury

Prepare to be parents

Child Studies: Child Care and Development from Birth to Seven Years – A Two Year Course. By Tusia Werner.
Batsford £8.95.

Remaining a successful and self-confident parent today is not easy, now the goals of childhood have changed from mere physical survival to something approaching an ideal of total fulfilment. With so many more areas of a child's progress to worry about, preparatory child studies at school level aimed at both sexes should obviously by now play an important role, acting as counter-weights either to unreal expectations or else to unjustified fatalism about early development. Yet satisfactory pupil preparation for later child care has so far often failed to come off, with young adolescents repeatedly preferring to see themselves in the role of suitor rather than that of potential parent. But ways of improving parent skills must still be found, given that school sometimes provides the only concentrated teaching on this topic many future parents are ever likely to receive.

More recently, a number of brave attempts have been made to improve on this picture, from the running of infant play-groups in secondary schools manned by the pupils themselves to ambitious series of talks and visits. Now Tusia Werner, a comprehensive school teacher from Brighton, has compiled an excellent source book for ideas on the subject, informed throughout by one effective notion. Rather than get pupils to think about children and childhood in the abstract, she encourages them to remember and describe their own younger selves. If any doubt the practicality of this, they should read extracts from pupils' writing contained in these pages. Descriptions of sibling jealousy, marital breakups, spells in hospital or sheer, wanton mischief come across more vividly than much the same pupils would ever produce more self-consciously in their English lessons.

Handling such material can be disturbing and occasionally explosive where the teacher is concerned, but the advice given on how to do this and what other topics to cover is unfailingly sensible. Described as a two-year course, there is in fact enough here to keep a class going for a far longer period. Any teachers, meanwhile, uncertain themselves about particular areas of child development will find there are many opportunities provided for their own learning, since Tusia Werner never shuns the direct approach, whether it comes to explaining the details of the birth experience, why children play or ways to help infants starting school. My only quarrel is with her publisher; why must such a useful and appealing book be saddled with ridiculously small print and a quality of paper and binding too cheap for its or anyone else's own good?

Nicholas Tucker

Scrabble players' aid

Who Cares About English Usage? By David Crystal.
Pelican £1.95.
Words. By Paul Dickson.
Arena £3.50.

David Crystal's *Who Cares About English Usage?* was written partly in response to the many queries and comments about the English language sent in by listeners to his Radio 4 programme *Speak Out*, and in a very informal and often amusing language.

In his introduction Crystal is careful to stress that most of the linguistic problems he explores in the book do not have "simple answers in terms of Right vs Wrong, or Correct vs Incorrect". This is not intended as a grammar or as a reference book on the lines of Fowler's *Modern English Usage*, but instead as a guide to certain linguistic oddities, to the areas in which ambiguities can occur, and underlines modern linguistic trends. However, the quizzes devised by Crystal to make the reader think seriously about his or her use of language will be found by many to be elementary and the average reader's everyday knowledge of the language will no doubt be more than adequate to deal with such problems, which leads one to ask, at what audience is this book directed? The problems which it clarifies are none the less among the most fundamental points of English grammar.

If grammar forms the skeleton of language, words make up the flesh. Paul Dickson's *Words* is a collection of terms both old and new, forgotten and newly-invented, rare or just plain improbable. Sadly, few of the entries include even a vague indication of their derivation, the majority being listed with neither a guide to pronunciation nor an explanation of their origin. This is particularly wanting in the case of words like "ecllogofusciouhipopopotamicuous", an alternative way of saying "very good" or "very fine", whose absence in the *Oxford English Dictionary* casts some doubt on its authenticity. The collection, however, is not intended as an authorized dictionary of unusual words. An invaluable help to lovers of Scrabble and other word games, *Words* is also a highly entertaining read for those who enjoy the more eccentric side of our language.

Rachel Neaman

Changing Christianity

Christian England: Volume Three – From the Eighteenth Century to the First World War. By David L. Edwards. (Collins £12.95. 0 00 215143 X) completes David Edward's ecumenical history of Christianity in England. Volume Three covers the lasting effects of the Evangelical revival on church, national, international and political life, the influence of the Oxford Movement and the rise of secularism.

John James

Chiaro scuro world

Peter Ackroyd is one of our most original new novelists: two of his books are now published by Abacus (£2.50 each). **The Great Fire of London** is a curious meditation on themes from *Little Dorrit*. **The Last Testament of Oscar Wilde** is a virtuoso exercise in literary empathy, its stylistic success only occasionally marred by camp lapses, in which Ackroyd enters a chiaroscuro world shot through with guilt and exaltation.

Michael Church

Towards a world view

The Modern World since 1917. By Philip Sauvain.
Blackwell £2.95. 0 631 91470 6.
Twentieth Century World History in Focus. By Harry Mills.
Macmillan £3.50. 0 333 28662 6.
Evidence in Question. World Affairs from the Russian Revolution to the Present. By E Rayner, R Stapley, J Watson.
Oxford University Press £2.25. 0 19 913299 2.
Success in Twentieth Century World Affairs. By Jack Watson.
John Murray £4.50. 0 7195 4068 2.
The Cold War. By Hugh Higgins.
Heinemann Educational £4.95. 0 435 31395 9.
The Origins of the Cold War. By Martin McCauley.
Longman £1.95. 0 582 35388 2.

The trend towards world history for first public examinations continues and so does the flow of world history books to service it. Most of them seem to start with Europe, and quite rightly, for how can you gain a world perspective without, like Aristotle, a place to stand?

The Modern World since 1917 is a history map book, presenting events with a strong emphasis on the visual – graphs, charts and diagrams as well as maps. There are also "Time Lines", more lists than lines, which are useful for locating events in time as the maps are for locating them in space; both are strikingly well conceived, and successfully provide both the key to understanding, and its context. There is just enough text to supply background and details, and each topic based double-page spread is completed by a box containing questions.

The double-page format is also adopted by *Twentieth Century World History in Focus*, a solid coursebook, more than twice as thick as *The Modern World*, with a more conventional emphasis on the textual rather than the graphic approach. It's well illustrated though, and includes in each topic three or four short pieces of evidence, verbal or visual, with a list of questions based directly on them. This is certainly another welcome addition to the world history list, scoring over the map book in coverage, if perhaps not in impact. Have both if you can.

But neither separately nor together will they equip your candidates to answer all the questions in the latest addition to the popular and useful Evidence in Question series. Sired by the same examiners and markers as before and out of the same stable, similarly designed for practice in the kind of document work required in public examinations, this one seems not to have bred true. It's much harder. "What evidence is there in the three passages to suggest that the Cold War was largely an ideological struggle?" "What does the speaker mean in the passage by . . . 'A revisionist line', 'bourgeois elements', 'the dictatorship of the proletariat'?" It's not that it's impossible for 15 to 16-year-olds to understand these concepts, but explaining them and applying them is something else again. And what proportion of 15 to 16-year-olds can easily identify and describe the "tone" of a passage? Ask their English teachers. These are interesting questions, but if they're any indication of what's going to hit the entire ability range at GCSE, they could spell disaster.

For A level, Jack Watson's *Success in Twentieth Century World Affairs* is still going strong and has now appeared in a third edition. The "Success in" title with its connotations of a crib doesn't do justice to the depth of analysis and breadth of coverage in these pages. There are maps, cartoons, and photographs; there are reading lists and exercises after every chapter; and for sheer organization Mr Watson is unrivalled.

Hugh Higgins' *The Cold War* was well worth another edition, too. This second edition has a new chapter on "Detente and a new cold war", taking events into the 1980s and providing the opportunity for extending criticism of the American hard line on Russia, whose roots in the Truman era Mr Higgins considers must bear much of the responsibility for the beginning of the Cold War, and whose resurgence after a brief period of Nixonian – and thus discredited – detente must do the same for its continuation today. Misinformation by the media on both sides about the adversary's military strength has helped to foment the hostility which led the American Congress, for example, to refuse to ratify the SALT II agreement. The nuclear situation is horrendous: leaders on both sides have failed us; the single tenuous hope is improbably offered only by mass movements of ordinary people.

In Longman's Seminar Studies series, Martin McCauley presents a more balanced, if less cogent view of the cold war. Alongside the revisionist view taken by Mr Higgins is presented both the traditional American view that the USSR actually *is* interested in taking over the world, and the "post-revisionist" idea that cold war was inevitable given the tensions arising from conflicting ideologies, and in the aftermath of the Second World War and the development of nuclear weapons. The best thing about this book is its classic cold war documents: Ambassador Kennan's "Long Telegram", Churchill's "Iron Curtain" speech and Stalin's reply, Molotov's condemnation of American economic imperialism and the Truman Doctrine's ideological expansionism.

Jessica Saraga

Here and now

Success in British History since 1914. By Jack Watson.
John Murray £4.50.
0 7195 3924 2.
United Kingdom: A Social and Economic History of Modern Britain. By John Wilkes.
Cambridge University Press £5.95.
0521 28280 2.

Success in British History since 1914 is *not* about success in British History since 1914. It is in fact a general history of modern Britain in which political, diplomatic, economic and social developments are covered right up to the Falklands War of 1982. The success will be yours if you read the book carefully. It is one of a series published by John Murray. "Success Study Books are designed to give you the maximum enjoyment and sense of achievement in any subject you choose. They are also invaluable for exam work and pre-degree course reading".

In Longman's Seminar Studies series, Martin McCauley presents a more balanced, if less cogent view of the cold war. Alongside the revisionist view taken by Mr Higgins is presented both the traditional American view that the USSR actually *is* interested in taking over the world, and the "post-revisionist" idea that cold war was inevitable given the tensions arising from conflicting ideologies, and in the aftermath of the Second World War and the development of nuclear weapons. The best thing about this book is its classic cold war documents: Ambassador Kennan's "Long Telegram", Churchill's "Iron Curtain" speech and Stalin's reply, Molotov's condemnation of American economic imperialism and the Truman Doctrine's ideological expansionism.

Setting aside the trite reflection that most textbook writers subscribe to these aims, perhaps we should first discuss whether the book fulfils them. Certainly it has many merits. Jack Watson's canvas is a large one. He packs in a vast amount of information and analysis, and writes clearly, attractively and objectively. It is difficult to quarrel with the author's handling of such controversial episodes as the Suez Crisis of 1956. When, however, in his discussion of the Falklands War Mr Watson suggests that "a substantial minority of the British people was troubled that such a way of settling colonial disputes could still occur in the 1980s", I doubt if he is right. Similarly, Brian Faulkner, we read, "retired, giving up the unequal struggle to make Ulster Unionism more tolerant": perhaps we should be told that he died in a hunting accident. But these are minor quibbles. One can enthusiastically recommend as good value Mr Watson's thorough and wide-ranging survey. There are numerous maps, pictures and charts and helpful suggestions for further reading.

My chief criticism of *Success in British History since 1914* is that it sends me to sleep. The responsibility is entirely the publisher's since too much is packed into too restricted a space. The print is far too small. It is about the size of the introductions (but not the texts) of the Penguin Classics. 400 pages of such minute print are very hard on the eyes. Similarly, the illustrations are often not big enough. One cannot learn much from a photograph of Attlee's cabinet which measures four inches by three, nor from a page from *The Daily Mirror* where the print can only be read with a magnifying glass. The maps are also too small, nor is the fault rectified by claiming that the scales are larger than they actually are! Again, Sassoon's poem, "The General" contains seven lines, and it seems ridiculously stingy to ruin it by quoting only five of them. I also fault John Murray for not saying who Mr Watson is. All in all, he deserves better.

Cambridge University Press likewise cannot be bothered to tell us who John Wilkes is, which is a pity. That said, I'm glad to commend *United Kingdom*: it is a pleasure to read. Mr Wilkes gives us a business-like and attractive survey of the social and economic history of Britain since 1750. The book is designed for O level, 16+ and CSE candidates, but the general reader will find much to interest and enlighten him. There is little to fault. I deplore distances in kilometres rather than miles and there is the occasional inaccuracy: the battle of the Somme, for instance, did not occur in 1917. Pictures of steam locomotives which are stationary or not even in steam represent a sadly missed opportunity of displaying one of man's most photogenic works. Still, this is a splendid book. The well-selected documentary evidence includes Enoch Powell's [illegible] to read what he actually said.

Richard Wilkinson

David overcomes his fear of the sea by imagining, with the aid of a conch shell, that his room is awash with sea water. Here he is enjoying the experience in one of the illustrations by Jane Tanner for Margaret Wild's story *There's a Sea in my Bedroom* (Hamish Hamilton £4.95). This is a familiar child's fantasy brought happily to life.

Exploring a medieval mental map

Here be dragons. Most of **The Travels of Sir John Mandeville** (Penguin £2.95) took place somewhere in the author's head. Written in the fourteenth century by (so it is supposed) an Anglo-Norman knight, *The Travels* represent both a mental map of the late medieval world and an examination of European culture and values that still seems relevant for all the unreliability of the information. Essentially the kind of stuff Othello used to chat up Desdemona and thus to be taken no more literally than a present day travel brochure.

Brian Morton

CHILDREN'S LITERATURE

English Fairy Tales. By Joseph Jacobs. Illustrated by Margery Gill.
Bodley Head £4.95. 0 370 01023 X.
Rum Old Tales for children and other lively folk. By Gordon Jackson.
Argyll Press, 1 Stonefield Avenue, Lincoln, 90p paperback.

Joseph Jacobs enraged his fellow folklorists when he began to alter, conflate and in some cases bowdlerize his sources in his retellings for children. He defended himself with verve: "I had a cause at heart as sacred as our science of folk-lore – the filling of our children's imaginations with bright trains of images."

To our loss, Jacobs never produced the scholarly, textually pure, annotated edition of English folktales that he projected. But it is our inestimable gain that it should have been he who shaped for each future generation of English children the classic narrations of their native oral fictions. For in Jacobs the scholar and the storyteller met in rare conjunction. His ability to capture on the page the cadences of spoken English was acute, while his knowledge of the material – and his respect for it – was second to none. To be sure his decisions – such as turning "Yallery Brown" from a story told as a personal experience into one set in "Once upon a time" – are sometimes questionable, but in general his feel for story is that of a master carpenter for seasoned timber. His *English Fairy Tales* (1890) and *More English Fairy Tales* (1894), two of the essential books for any English child's bookshelf, are now made available in one paperback volume. J D Batten's illustrations are replaced by decorative headpieces by Margery Gill, but Jacobs's texts are complete and untouched.

How much we owe Jacobs is simply shown in the case of "Jack and the Beanstalk", the archetypal English folktale. The version in Jacobs is lively, funny, compelling: it is the version we all know. To turn from it to the chapbook texts is to exchange fresh spring water for the chemical recyclings of the tap. Yet pedants might argue that Jacobs's text has no warrant, and is not even English. His laconic note reads: "I tell this as it was told to me in Australia, somewhere about the year 1860." In 1860 Jacobs was six years old. There is no reason to doubt that his nurse did tell him some version of the story, or that some touches of his text derive from her, but this is certainly far from the folklorist's ideal of a verbatim transcript. Yet how much better it is than anything else we have! To reject it as inauthentic is to reject enjoyment as the justification of story.

A brief comparison with a pamphlet of tales written and privately printed by Gordon Jackson, *Rum Old Tales for children and other lively folk*, is illuminating. For though Jackson's stories may start, "Long, long ago, when the earth was younger and stories wiser than they are now, there lived an old woman who had nothing to call her own but a big, idle, good-for-nothing boy called Jack", they rarely sustain one tone throughout, and never match the strict and tested structure of the traditional tales. Developed for and with a class of children, they strain hard to catch the tone of the speaking voice, with varying success. The ghost stories "Fellow Travellers" and "Home from the Sea", in which Jackson uses the narrating voice to draw a picture of the narrator as well as tell a tale, are the best. Gordon Jackson's stories are worth seeking out as an interesting experiment in the creation of new tales from a folktale base, but their chief effect on me is to send me back with renewed admiration and appreciation to Jacobs.

Nell Philip

PAPERBACKS

Suddenly, travel writing is fashionable. Great tides of it flood the shelves. Some of it, like many titles in the **Century Seafarers** series (all £4.95), is rather specialized. While some might enjoy barking back to an adolescent romanticism with John Masefield's **The Bird of Dawning**, nineteenth century tales like Lady Brassey's **A Voyage in the Sunbeam** or Joshua Slocum's **Sailing Alone Around the World** make heavy weather. More engagingly, in the **Century Travellers** (also £4.95 each) you can sail with George Millar and **Isabel and the Sea**, a faintly hilarious account of a trip through the canals of France into the Mediterranean to Greece undertaken immediately after the war. Mr Millar is a perfect English gentleman, and his ketch is his castle.

The indomitable Freya Stark strides through two volumes of her autobiography – **Travellers Prelude** and **Beyond Euphrates** (£4.95 each) – also in the Century series, taking us up to her fortieth year. Considering all the revelations of the insensitivities and chaos of her family life, it's a wonder Ms Stark stopped at the Middle East. Her mother married her younger daughter off to the man she herself had been unconsciously in love with for 20 years, to see her bear six children only one of whom survived to the present day and die herself of puerperal fever at 26 – which Mother seems to have regarded as a real nuisance. Freya remained single.

Yet more indomitable, Mme Alexandra David-Neel was the first Western woman to penetrate Tibet. In **Virago's** reissue of **My Journey to Lhasa** (£5.50) you can share the incredible series of adventures which the 55-year-old woman encountered, never once shedding her disguise as a lama or her faith in Buddhism. Lama Anagarika Govinda's **The Way of the White Clouds** (Rider £3.95) transcends the genus of travel book in a wonderful reverie on the arts, history, religion and landscape of Tibet as experienced by an Indian devotee.

It is hard to capture the spirit of a place through the description of one's own impressions. Though written in 1967 John Lincoln's observations in **One Man's Mexico** (Century £4.95) remain as fresh and true today as when they were written and the book throws open a window on another hemisphere. Unfortunately, more celebrated writers give us less. Patrick Leigh Fermor's reminiscences of A **Time of Gifts** (Penguin £2.95) are a tolerably amusing youthful trek through Hitler's Europe, but his evocation of **Roumeli** (Penguin £2.95) is a pale tribute to Kazantzakis with far too much of the author on view. As for **Calcutta** (Penguin £2.95), Geoffrey Moorhouse tells us nothing that a standard history book and a precis of the Indian Press would not have done with less palaver.

Victoria Neumark

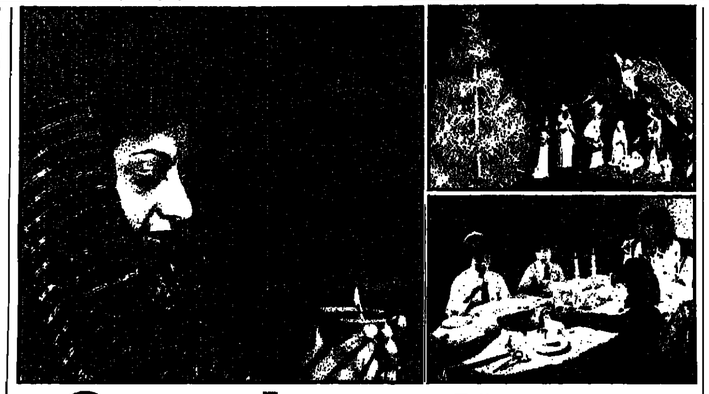
Dramatic gap

The Rise of English Drama to 1600. By A M Kinghorn.
Volturna Press £10.00. 0 85606 105 0.

This is a new edition, with the addition of a glossary, a revised bibliography and a chapter discussing Shakespeare's four major tragedies, of *Medieval Drama*, published in 1968. That title was strained as the book contained material not truly medieval, but the present one is even more so. It is astonishing to find a book purporting to deal with drama up to 1600 entirely omitting Lyly, Greene and Kyd – to name but three – and according Marlowe no other place than mention in relation to something or someone else. The result is a yawning gap that causes a distortion which should have been mentioned (at least) – or the title changed – since the contents as they stand, admirable though they are in themselves, do not constitute a history of *The Rise of the English Drama to 1600*.

The uninformed reader or student who consults this book will, in consequence, be misled.

Katya Watter



Complex patterns

Paul Turton reviews two projects for religious education

Christianity:
Pt 1. Open up them pearly gates. 36 d/f colour 6 mins
Pt 2. The Growing Church. 108 d/f colour 24 mins
Pt 3. I'm a believer . 128 d/f colour 30 mins
Pt 4. Christianity Alive. 42 d/f colour 8 mins
£55 + VAT.
4 filmstrips, 2 cassettes, teacher's book and 20 copyright-free worksheet masters.

Festivals:
Pt 1. Introduction. 70 d/f 16 mins
£15.00 + VAT
Pt 2. Ramadan. 65 d/f 14 mins
Easter. 54 d/f 15 mins
£27.50 + VAT each
Pt 3. Passover. 65 d/f 17 mins
Diwali. 58 d/f 12 mins
£27.50 + VAT each
Purchase complete set £60 + VAT
5 filmstrips in colour, 3 cassettes and teacher's book.

Mary Glasgow Publications Ltd, Brookhampton Lane, Kineton, Warwick CV35 0JB

These productions are the result of the type of collaboration that should be most fruitful for religious education in the classroom. Two major religious education centres have used their links with teachers to provide resources which deal with themes that are central to current agreed syllabuses. Both sets offer a mix of filmstrips, cassettes and books but there are differences in concept and approach.

Christianity from the Sacred Trinity Centre at Salford is for secondary pupils and has four parts which are not obtainable separately. The aim is to explore "the Christian response to Jesus" and not to attempt an "objective" investigation into "what Christianity really is". In the event this approach is most rigorously developed in Part 3, "*I'm a believer*", which has five sections in which three strands "interweave and overlap". The attempt is made to link an event in the life of Jesus with its expression or celebration in a specific denomination.

This is an imaginative but complex pattern which may be educationally confusing and lead to misunderstandings. For example, pupils might get the idea that the ministry of healing is exclusively linked to Charismatic groups or find that the mix of visuals and words about the Kingdom blurs their perceptions. Part 2 contains a useful section on the Jewish background followed by an excellent collection of art works illustrating ideas about Jesus through the years. The succeeding history sections cover a long period succinctly though the final part dealing with the last 500 years is less well balanced. The fourth section, "Christianity Alive", offers stimulating ideas about contemporary Christian attitudes.

Visual and audio quality is good though the music is jarring and the voices sometimes stilted. Supporting booklets are helpful but the whole may prove somewhat indigestible in the classroom. *Christianity* can be used as part of a well balanced teaching programme, helping pupils to understand specific Christian beliefs and attitudes. It may also prove valuable in church education expanding and enriching young views of the faith.

Festivals comes from the Midland Regional RE Centre and concentrates on the nature and practice of festivals which are defined as "annual celebrations, in which a community focuses its attention on an important aspect of its life".

An introductory soundstrip on the nature of festivals includes sections on Well-dressing and Remembrance day as well as key frames on the religious festivals to be studied in detail. The rich variety of religions represented in the Midland area has been used effectively in the production and the significance of each festival is interpreted through the ideas of believers. Diwali and Passover are firmly linked to specific families while Ramadan is shown in one Muslim community. Easter is seen through a number of different communities and while a variety of celebration is shown this section misses the personal impact of one family or group.

Picture quality is good throughout and the soundtracks offer an interesting mix of voices and other sounds. The teacher's book is very helpful and for each festival filmstrip there are sections on background, practice and significance as well as the provision of a script and resource list.

Users are recommended to make the strips into slides for added flexibility and each script is divided into sections for detailed teaching. Altogether a very useful resource for top primary, middle and secondary schools: further additions to the series will be very welcome.

Unable or unwilling

Wendy Body on books for reluctant readers

A few years ago the first edition of *Books for Reticient Readers* was published by The Centre For The Teaching of Reading. It consists of series titles which have been graded into 12 stages of difficulty spanning approximate reading levels of six to 12 plus years but with interest levels that make the books suitable for the use with secondary age pupils.

A few months ago I started my regular task of revising the lists in terms of adding new publications(not that many) and checking on those series which have gone out of print. It proved to be something of a depressing exercise. More than 100 series from the original lists are now out of print and more will be added as series are not reprinted.

Many of those series had, of course, outlived their usefulness, but there are others that it is sad to see disappear. Quite large numbers of pupils arrive in secondary schools unable or unwilling to cope with the books that "the average" pupil can read at that stage. In order to improve their reading skills and, to develop some affinity with books, suitable books have to be found for these pupils to read.

Anyone dealing with secondary age pupils who have reading ages below eight will know how difficult it is to find books which they can read and yet which are not too young in terms of their content. The choice improves at the eight to ten reading level but it is still not as wide as one would wish.

Why, if there is a need for books written specifically for older reluctant readers and those with limited reading skills, have so many series gone out of print and why are so few new ones being published? The answers from publishers were as follows:

"Teachers buy this type of series in single copies which means that we often don't sell enough to warrant reprints. We have to think very hard about doing it."

"I think teachers would be surprised at just how small the returns are for some of the series – even the really well-known ones."

It is impossible to argue with harsh financial realities but I do wish there were more suitable books around for older pupils who are still having problems with reading.

If selecting books for reluctant readers is one of your concerns then you may find the following recommendations of some interest. They are either recently published series or what I would describe as "best buys" in that they are series which have a strong appeal and are popular with the majority of the intended readership.

READING LEVEL EIGHT AND BELOW:

Relay Readers Schofield and Sims. Reasonable teenage fiction which is graded into four levels. (reading ages 6½-8½) Each level has accompanying spirit duplicating masters.

Phonic Builders Arnold-Wheaton. One of the handful of series that has a reading level starting at seven. Don't be put off by the series title, the stories in these ten large books aren't bad.

Spinechillers Harrap (now Nelson) four titles: *Ghosts, Monsters, Horrors, Magic and Witchcraft*. Readable non-fiction, the first two titles are easier than the others.

Spirals, Hutchinson. There have been recent additions to this compelling series including more plays. The whole series is a must.

Winners, Edward Arnold. The content of this very good little series of four books is more suited to first year secondary pupils.

Approach Trend, Ginn, Still worth having – *Red Surf* is the most powerful book at this basic reading level that I've come across.

Dinosaur Strip Books, Dinosaur. Comic strip format, perhaps a bit young for most secondary pupils although some will undoubtedly enjoy them.

Discovery Books, Cassell, now Holt, Rinehart and Winston. Six non-fiction sets each of four titles designed to appeal eg *Sporting Events, Magic and Mystery*.

Movieworld, Longman. Bound to appeal, these books are film stories with colour photographs. *Starwars* and *Jaws 2* are particularly popular.

Jim Hunter Books, Methuen. Fortunately the poor man's James Bond is still going strong. Good fun and deservedly popular.

READING LEVEL 9–10

Tim Paperbacks, Arnold-Wheaton. More superb adventures concerning the Hidden People but in paperback size. Just the thing for first years who enjoy fantasy.

Aces, Hutchinson. Just published, the first six titles in a new series which aims for quality as well as appeal. A good mix of content and riveting covers.

Into the Past, Longman. A primary history series which is a fascinating read for lower secondary pupils eg *At School in the Fifties*.

Galaxies, Longman. Highly readable non-fiction to tell you everything you ever wanted to know about *Blue Jeans* or *Fast Food* for example.

Perhaps if we had more books like these on our shelves, together with the favourites like *Bullseyes* (Hutchinson), *Knockouts* (Longman) and *Vardo* (Edward Arnold), we would have fewer secondary school pupils for whom reading is something devoutly to be missed.

Wendy Body is Area Tutor, Bristol Reading Centre, Avon Service For Special Educational Needs and author of Books for Reluctant Readers *(available from the Centre for the Teaching of Reading, 29 Eastern Avenue, Reading RG1 5RU).*

notes

CRAFT PACKS
Trylon Ltd have introduced a selection of activity packs for craft education. The Junior Schools Art and Craft Activity Pack is for children between the ages of seven and 12 and contains materials and instructions for stone plaster casting, plaster casting, simple mould making and general modelling. It costs £24 excluding VAT and carriage.
Introduction to Plastics is for 12–16 year olds, and contains materials and instructions for activities including vacuum forming, acrylics and dip coating. It costs £59.50 excluding VAT and carriage. Further information on these and other packs from: Trylon Ltd, Thrift Street, Wollaston, Northants.

DISC OPTION
Research Machines have announced a Winchester disc unit for the 380Z micro. The addition of the unit would add from 10 to 40 megabytes of memory to the system which would open the door to far more applications. The Winchesters are supplied with a special version of CP/M which is compatible with current non-Winchester versions. Owners of the single density 380Z can have their machines upgraded at a cost of £200 when buying a Winchester.
Further information from Research Machines Microcomputer Systems, Mill Street, Oxford OX2 0BW.

ACORN SHOW
The Acorn User Show is changing in character, to the detriment of the ordinary user it seems. There does remain a substantial group of suppliers offering useful games and other software, discs, printers etc, often at worthwhile discounts to shop prices. However, there are a large number of specialist companies and distributors looking for the very few specialist sophisticated users to whom their product is specifically aimed. It is no longer essentially a day out for parents and children or even most teachers, who would be lost at about a third of the stalls. Perhaps the time has come to split the shows into one for the experts and one for the family, the schools and other beginners.

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available For Recording For The Month of September, 1984

A licensing Scheme to enable the recording off-air of TV programmes for Educational and Training purposes.
The scheme commenced on 1st May 1984
Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes.
Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Guild. To Register contact Guild Learning at the address below:-

September 3rd	18.00	Well Being	Fee Code B
September 5th	18.30	Splash	Fee Code B
September 7th	18.00	Trax Trix	Fee Code A
	22.30	Food For Thought	Fee Code Z*
September 10th	18.00	Well Being	Fee Code B
September 12th	18.30	Splash	Fee Code B
	20.30	Diverse Reports	Fee Code B
September 13th	22.30+	Blood of The British	Fee Code B
September 14th	18.00	Trax Trix	Fee Code A
	20.00+	A Week In Politics	Fee Code B
	22.30	Food For Thought	Fee Code Z*
September 17th	18.00	Well Being	Fee Code B
September 19th	20.30	Diverse Reports	Fee Code B
September 20th	20.30+	Blood of The British	Fee Code B
September 21st	18.00	Trax Trix	Fee Code A
	20.00	A Week In Politics	Fee Code B
	22.30	Food For Thought	Fee Code Z*
September 24th	18.00	Well Being	Fee Code B
September 26th	20.30	Diverse Reports	Fee Code B
September 27th	22.30+	Blood of The British	Fee Code B
September 28th	18.00	Trax Trix	Fee Code A
	20.00	A Week In Politics	Fee Code B
	22.30	Food for Thought	Fee Code Z*

* *Please note that fee code Z = Zero rating — i.e. No programme fees are payable on these titles*
+ *Anticipated transmission time. Please check actual transmission time in the TV Times*

If you receive SHC please check broadcast times as these may vary

TV Recording Licence, Dept.

GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

Life and works

by David Self

The Story of Sir Moses Monteflore.
By Geoffrey Preger.
Filmstrip and cassette tape
The Jewish Education Bureau, 8 Westcombe Avenue, Leeds LS8 2BS
£16 plus 75p postage and packing.

Not everyone nowadays is perhaps able to say exactly what was distinctive about the life and works of Sir Moses Monteflore. In his time however (and he lived for over a century: 1784–1885) he was one of the best known, most respected and wealthiest members of Anglo-Jewry. He was the first president of Alliance Assurance, a director of the Provincial Bank of Ireland and of the South Eastern Railway, and a founder of the organization which brought gas lighting to the principal cities of Europe.

Having married into the Rothschilds and being a member of the Stock Exchange, he found that by the age of forty "he had accumulated what he thought was enough". He retired and spent his remaining (sixty) years in good works in Britain and Jerusalem. He won Arab recognision for Jewish rights, founded projects that created productive work for the Jewish community and was devout in his religion.

All this is told in an audio-visual package which is never sycophantic but a masterpiece of compression, written and produced by Geoffrey Preger. We positively hurtle through the filmstrip (eighty frames in seventeen minutes) with a taped commentary that blends narration with sound effects and music from a wide variety of sources. There are one or two loose ends left unexplained, some of the illustrations do not appear to be immediately relevant and the audio quality of the review copy was less than first-rate. Even so, this is both visually and aurally a fascinating programme and the accompanying notes are comprehensive. Many secondary school heads of R E may actually feel that here, for once, is an audio-visual package worth its money. It is certainly a joy to find that it has been produced by someone who appreciates the medium.

Introduction to Buddhism
Introduction to Hinduism
Study packs from The Centre for Continuing Education, The Open University, Walton Hall, Milton Keynes, MK7 6AA.
£12.50 and £10.00 incl of postage and packing respectively.

Each of these packs consists of an audiocassette, a *Study Guide*, and offprints of material, bound together in a separate volume, from the text book *Man's Religious Quest: A Reader* (edited by W Foy, Croom-Helm, London, 1977).

It takes some time to sort out what belongs where, and there is no suggested order in which the materials ought to be studied. What we have, in fact, is a scattering of material believed to be generally useful and widely accessible, and offered in a disorganised manner with the excuse that the materials constitute "resource packs".

Not that the material itself is valueless. Quite the contrary: the audiocassettes would be valuable even without the accompanying material; the Study Guides suggest some of the difficulties which face new students of the religions, and some of the key issues involved in understanding them; the extracts from the original texts are sensitively chosen; the suggestions for further reading are entirely sensible.

However, the new reader would have been enormously helped in using the material if some sort of perspective had been provided, both in the overall organisation of the pack and in its individual element: for example, the reading lists, here organised alphabetically by the authors' surnames, would have been better sorted in the order in which it is suggested that the novice read them. We do not know whether to begin this selection of matrials with stories relevant to to the Buddha's life is integral to, and the right place for starting, any quest for understanding Buddhism, or whether it is merely an illustration of Christian opinions of the importance of a religion's founder.

What is worrying about the selections is the nature of the editorialising: what, for example, is gained by asserting that the story of "Gautama leaving his palace for a walk and encountering an old man, a sick man, a dead man and a monk" is the "dramutization" in "sympolic episodes" of "the spiritual aspect of the decision to abandon the world"? This, clearly, is what is believed by the OU's editorial team, but does the interpolation of their beliefs make the new reader's task any easier?

Are we to go along with what makes "understanding easier" even if it possibly falsifies the nature of the material this supposedly understood? But this is the problem, in my view, not merely with these sets of material in particular, it is a general problem with what appears to be the consensus in the whole of Western scholarship about how it approaches religion, as well as individual religions.

These are large issues to raise in the context of two humble sets of resource materials. In themselves, they suffer from having been extracted from their larger context of the OU courses to which they belong. Specifically, there are references (such as those to parts of these OU courses not included in these packs for the general public) which leave the user of these materials with the feeling that he has only half the map. But if you already have some perspective on these subjects, the packs are useful compilations of materials to use in revising or extending your knowledge.

Shaky guide

by Prabhu Guptara

MEDIA

Alternatives
HTV Wales 10.35 pm from Thursday Aug 23
ITV 12.30 pm from Friday August 24
Six half-hour programmes

Is the world going to hell in a handbasket? If you think so, rather than just feeling depressed, you might think of trying some alternatives. Complementary medicines, solar power, communal living, health food: ideas which surfaced in the flower-power sixties have gained new credence in the last decade as people determined to form different life-styles struggled with the realities of putting "love'n'peace" into practice. HTV's informative series might also inspire despairing upperform students with its glimpses of lives where success and failure do not depend on YTS or the dole queue.

Against the dole queue the so-called Alternative Movement places the Circle Dance. As the instructor of this archaic dance-form pointed out in the first programme of the series, dance structures reflect our ideas of community. Beside the healing togetherness of the circle we can set the narcissistic solitude of the disco-dancer as an image of the alienated individual adrift from the rooted interdependence of resourceful and productive groups. It is unfortunately true that the dancers in the Welsh Sacred Dance did look very soppy, and, in general, alternative types can be caricatured for their utopian idealisations – but when the alternatives *to* such alternatives are possibly quick death by nuclear catastrophe or slow death from environmental pollution, perhaps they deserve more attention.

The second programme in the series, on energy, examines how renewables – the energy of sun, wind, water and "biomass" (cow-dung or timber), can be used in everyday life. Conservation is vital, we are told, yet buildings continue to be put up on the most "western" principles, masses of heat is lost from generating stations and billions of pounds are pumped into developing nuclear fuels which besides being unnecessary with current consumption levels are terribly dangerous. However, as Dr Barrett of the Open University pointed out, there are massive interests vested in continuing with a status quo. Alternative Movement people tend to eschew the political and hope that by setting an example – building a nearly self sufficient energy house, using cow-slurry instead of gas, setting up a Centre for Alternative Technology in Wales visited by 50,000 people a year – they will affect consciousness. Perhaps that is so.

The Real Thing?

by Victoria Newmark

In the third programme, on holistic healing, the rapidly diminishing credibility of conventional medicine is stated over. Acupuncture, osteopathy, herbalism and homoeopathy are gaining ground and ventures such as the Cancer Help clinic in Bristol which stress the spiritual as well as the physical aspects of healing are explored. For many people this will be the most interesting programme. The fourth in the series, on decentralizing education, looks at two "alternative" schools which are flourishing. The Steiner school in Pembrokeshire and the Small School in Hartland, Devon, both have a high degree of parent involvement and stress education for living over academic achievement. Happiness is valued. Does that seem strange? If so, what an odd reflection.

The last two programmes, on living communally and on the "feminine" spirit of the "new age" in contrast to the "masculine" spirit of exploitation will be farther outside the ken of many viewers. The nuclear family, with variations, is still so much the norm for most people that glimpses of a genuine hippie commune still going strong may just seem weird. More explicable is a housing co-operative and the Centres for Alternative Technology which functions as a business enterprise as well. "Small is Beautiful" enthused Fritz Schumacher, and the last programme attempts to show the original ideas of Schumacher, Kohr and so on, which have inspired people to try out all these alternatives. Rather a mixed bag, these ideas, from vegetarianism to tipi-living, from astrology to windmills, but speaking as one who switched some time ago from Mothers' Pride to home-baked wholemeal bread – it's the Real Thing! Don't knock it till you've tried it.

Money matters

Save and Prosper/Money Observer Video Guides
How to make a Lump Sum Work Harder
How to plan Your Pension
£17.95
374 Wandsworth Road, London SW8.

Teachers, let's face it, are not among the world's most financially aware people – they'd be doing something else if they were.

For this reason I can recommend the new *Save and Prosper/Money Observer Video Guides*.

Presented by Peter Hobday and John Davis they use a chat and graphics format, supported by a reference booklet which contains the hard facts. Both the chat and the facts are segmented and then coordinated, the appropriate page number appearing on the screen at the start of each section.

How to Plan Your Pension is of fairly academic interest to working teachers unless they are of that increasing minority which supplements its pay with freelance work or is in the process of getting out, joining the rat race or going self-employed.

How to Make a Lump Sum Work Harder is more widely relevant and an excellent introduction to the various areas of investment. It explains the link between tax position and investment, tells the viewer how to buy shares, where to find expert advice and above all, why it is essential to be aware of market movements.

The pack doesn't give investment advice, except in the broadest terms but it does explain the options.

Susan Thomas

END PAGE

The knowledge we have lost in information

In the light of the new emphasis on information skills, J J Wellington asks what kind of knowledge we now need

"Girl number twenty unable to define a horse!" said Mr Gradgrind for the general behoof of all the little pitchers. "Girl number twenty possessed of no facts in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours.

"Quadruped. Grammivorous. Forty teeth, namely twenty four grinders, four eye-teeth, and twelve incisors. Sheds coat in the spring; in marshy country, sheds hoofs too. Hoofs hard, but requiring to be shod with iron. Age known by marks in mouth." Thus (and much more) Bitzer.

"Now, girl number twenty," said Mr Gradgrind. "You know what a horse is."

from Hard Times *by Charles Dickens*

Thomas Gradgrind's cry of "what these children need is facts" is now being replaced by many with the plea that what children need is "information skills".

Information is often described as the key resource of the future, a valuable commodity which can be bought and sold. To possess information is seen as the key to success. This skill will involve the *human* abilities to collect, prepare, code and retrieve information, in conjunction with the endless capability of new information technology to process and communicate this information.

This new emphasis on information skills in education is notable not only for the tremendous possibilities which it opens up for the future. It also re-opens a question which thinkers have been trying to answer for over 2,000 years: what knowledge is of most worth? While looking at this question I hope to argue that information skills may form a *necessary*, but never a *sufficient* basis for planning a school curriculum.

The question has intrigued yet eluded philosophers from the Sophists of Ancient Greece to the Oxford Philosophers of the twentieth century. One of the latter, Gilbert Ryle, crystallized a simple yet vital distinction in 1949 which throws light on the questions about knowledge raised by new information technology. Ryle distinguished between "knowing how" and "knowing that". A person can know *how* to ride a bike, mend a puncture, swim, or repair a leak. He can know *that* Paris is the capital of France, the Battle of Hastings occurred in 1066, or that Mercury is the planet nearest the Sun. Ryle's distinction is an obvious and simple one. His *achievement* was to state it in words and then to apply it.*

The distinction focuses perfectly on the school curriculum. Clearly, at present, the bulk of the curriculum is concerned with *knowledge that*. To save going into detail here, analyse for yourself how much of your own subject area is concerned with knowledge that? How much is concerned with knowledge how. Then try a quick mental journey through the subjects you were taught in secondary school: geography, history, science, English literature, and so on. What is the ratio of knowledge how to knowledge that? Obviously the ratio is far healthier in the primary curriculum – indeed this must be one of the reasons why the use of microcomputers has blended more easily into the daily life of the primary school.

> **"Where is the life we have lost in living?**
> **Where is the wisdom we have lost in knowledge?**
> **Where is the knowledge we have lost in information?"**
>
> T S Eliot: Choruses from the Rock

The "knowledge that" dominance of the secondary school curriculum has been under attack for a number of years now, with increasing emphasis on the skills and processes involved in, for example, geography, science, and history education. This change in emphasis will surely accelerate as the possibilities for the employment of "information skills" continue to grow. To put it crudely, why should pupils store masses of facts inside their heads if they can acquire the ability (the "knowledge how") to retrieve such facts from a database? In other words, the skill of information retrieval would replace the dominance of factual recall in the secondary curriculum.

Any move to redress the balance between "knowledge how" and "knowledge that" in the school curriculum is surely a welcome one, particularly where "knowledge that" involves what Whitehead called *inert ideas*. But if the move towards "knowledge how" leads to the *domination of information skills* in education – with the collection, retrieval and handling of information as the dominant model – then education will surely be debased. This is the main point I wish to make in this article, and I will try to argue for it briefly with the observations below.

First, it is an obvious fact, but worth stating, that thought involves far more than the *processing of information*. This model of thought appears to be gaining credibility, perhaps by accident, with the growing literature and discussion of artificial intelligence. The idea of the human brain as an information-processor forms a poor basis for a curriculum or an education for the future. To regard the brain solely as an information-processor is to debase human thinking.

Second, thought is a creative, imaginative and above all a *personal* process. This point was best expressed by Michael Polanyi in *Personal Knowledge* (Routledge and Kegan Paul, 1958). Polanyi presented the notion of "tacit knowledge" – knowledge that somehow exists and is constantly being shaped within a person but cannot be described or verbalised. Tacit knowledge joins together what we know with what we feel and experience – only this can lead to full "understanding".

In other words knowledge is *personal*, involving a mixture of feelings, emotions, and responses to previous experiences. Two simple examples of personal knowledge might be the ability (Ryle's "knowing how") to ride a bike or the ability to play cricket strokes.

Both types of knowledge are personal, and often harmed by attempts to verbalise and analyse them (eg the test-match cricketer who tries to analyse his own batting technique). The tacit or personal knowledge described by Polanyi is one of the most valuable aspects of human life and therefore of the school curriculum and education. Yet it will remain untouched by an education based solely on information skills.

Finally, learning and education do not involve the *passive* handling and acquisition of information. Human beings are not information absorbers any more than they are information processors. Active and meaningful learning involves selecting, interpreting and transforming information according to the learner's previous experiences, present needs, preconceived ideas, knowledge and hypotheses. Information handling is not done with a completely open mind any more than scientific observation is, a point first made by Sir Karl Popper.

Information retrieval is *theory laden*. So in addition to so-called "information skills" the learner will require these previous ideas, experiences, and hypotheses. These are the true concern of education. An educated person will also require the ability and previous knowledge to *think about* the information itself, and the ability to examine and question the *source* of that information. Perhaps these two abilities should be incorporated into any definition of information skills.

Finally, a sort of hierarchy having data and information at the bottom with knowledge and (later) wisdom at the top is suggested by an often quoted piece of T S Eliot's poetry:

Where is the life we have lost in living?
Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?

(T S Eliot: *Choruses from the Rock*)

The question of what knowledge is of most worth has never been answered – but it is clearly *not* the ability (the "knowledge how") to handle information. A consideration of the question should surely form the basis for any curriculum planning. Perhaps Gilbert Ryle should have added a third category to his knowledge how and knowledge that: knowledge *why*. Why should a person acquire this piece of information, or that piece of knowledge? What knowledge is most useful and most *relevant* to a 16-year-old leaving school?

Let information skills form an essential element in planning the curriculum of the future, but let's remember how limited these skills are when seen as part of a general education; and where they lie in Eliot's hierarchy.

* *The Concept of Mind, Ryle G (Hutchinson, 1949)*

Distribution agency

Ivan Crowe on the dissemination of resource material

With each successive cutback in the educational budget, there must be a fast-growing awareness among most teachers in Britain that the financial restrictions experienced now will in all probability be superseded by even greater constraints in the future.

In the humanities, reliance upon just one or two standard textbooks is nowadays far less acceptable than before. More diverse, alternative sources are usually felt to be desirable. Having different sources of information enables pupils to make their own choices and to be more selective and critical.

The school in which I teach, makes wide use of our local Young People's Library Service, borrowing project packs of books that cover several of the topics we teach in humanities to supplement books already in the school. A teacher trying to use a wide variety of different books instead of set textbooks often finds too few books meet all the requirements of a particular course. Even together they do not cover sufficient salient points.

In mixed ability classes this problem is compounded. The text in the books available on specific subjects is frequently unsuitable.

This is hardly surprising considering that a large number of books a teacher might wish to use in the classroom are not written to fulfil the role of a school textbook. Emphasis may be more on entertainment than information, or education presentation will be one-sided, content incomplete and above all poorly indexed.

One answer to these problems is the selection and duplication of suitable material from a number of sources, but copyright constraints usually preclude this. The alternative is for individual schools to prepare material, but this is not only very time consuming, it is equally likely to result in a particular bias, reflecting the teacher's own viewpoint. However, writing texts and worksheets is often the only way a teacher can provide enough varied material to suit a wide ability range and it can be reproduced when needed without infringing anyone else's copyright.

With time and money now scarce, it would seem sensible to try and disseminate some of the resource material that is already being produced by teachers themselves. Ideally this would have to be through some central agency that could allow useful contributions to be redistributed and used more widely by teachers elsewhere.

With the right facilities, copies could be made of any suitable work submitted by teachers and dispatched, either to individual schools or education authorities who would pay a fee to opt into the scheme the number of pupils within a school or l.e.a. determining the financial contribution required.

Any l.e.a. joining the scheme could waive fees paid by individual schools who had joined earlier, deducted from the authorities' total subscription.

Each group participating would be allocated an identifying number that would be printed on each sheet of their master copy giving them authority to duplicate from their particular copy. Only work not displaying a correct number for a particular authority, institution, or establishment would constitute an infringement of copyright. I would be hoped to avoid the normal problems of copyright by these means.

Such a scheme could lead to overall savings – subscription might be covered by money saved on purchasing books.

Teachers whose work is accepted could be paid a percentage of each fee paid by those opting in. Maybe only a nominal sum at first, becoming more realistic as the scheme is more fully implemented.

There is a vast untapped resource of able people in schools, many with particular talents which they could employ more fully given the chance and proper appreciation and encouragement. This would not only include those able to express themselves in writing but authors who are skilled in art or photography, or able to devise computer programs, tapes, or slide sequences. Updating of material occurs naturally as new material is submitted to supplement or replace that already used. Contributions on particular themes could be encouraged.

This scheme could lead to a much more effective exchange of ideas among teachers and help to formulate a more unified approach in different schools, the basis of a common core curriculum that was not imposed but generated naturally from within the schools themselves.

There might be one particular criticism levelled at it, however. Any selection of work can lead to bias or be construed as a form of censorship, but this is the case with any provision of resources. One safeguard would be to ensure that the scheme described was staffed mainly by teachers (but not necessarily exclusively so) and that all concerned represented a broad spectrum of opinions and attitudes.

Ivan Crowe

END PAGE

The *Tell me a Story* leaflet emphasises the importance of a happy relaxed atmosphere for story telling

Tell me a story

Barrie Wade describes an experiment which shows how important parents are in developing children's ability to make sense of the world through stories

We all make use of narrative as one way of ordering our experiences and conveying them to other people. For young children the process is particularly crucial if they have not developed the ability to generalize or theorize in order to learn from their experiences.

Of course children do not merely read or listen to other people's narratives; they also invent their own and adapt other people's for their own purposes. This natural process which has sometimes been called storying is the shaping and ordering into narrative from personal experience or from fiction.

Storying is a process that young children naturally engage in from the time that they produce their early single words. "Mummy" may mean "Mummy has gone away" "Hello, Mummy, you've come back",or "I want my dinner." Language is thus capable of referring to past and future events as well as those in the immediate present. Stories give children the power to speculate and hypothesize about possible happenings as well as shaping events in the past and organizing present experiences. Once a child has a story, it exists to be reflected on, reworked, adapted, modified or retold.

In school when we encourage children to tell anecdotes or to retell stories we are therefore enabling them to engage in a profitable, natural process which develops their spoken language. Retelling also enables children to become familiar with the conventions of written stories thus providing motivation and a framework for help with reading.

Telling stories to an audience builds confidence. Learners need to know that teachers are interested in what they have to say. Both telling and retelling are likely to produce more developed and fluent uses of language since children are putting into words what is known and familiar.

These, then, are some of the reasons for including telling and retelling in classroom practice. Children do not grow out of the need to begin shaping their ideas at an anecdotal level. All learners need to make sense of things for themselves by using their own words to apply new learning to what they presently know.

Douglas Barnes in *Language, the learner and the school* describes secondary school classrooms where teachers do not give this opportunity because they are more interested in obtaining short answers to "closed" questions, that is questions to which there is only one answer (sometimes one which lies in the teacher's head that the pupils have to guess at).

"Thus because the teacher never asks questions that can be answered by anecdotes, anecdotes cease to be part of their own thinking about the subject, and become 'unthinkable' as contributions to class discussions," Barnes writes.

By classrooms I do not mean just those in secondary or junior schools. It is equally important to make sure in infant and nursery classes that opportunities exist for young children to learn through using language for themselves. Several recent studies have shown that the main chance a young child has to talk with adults in school is in response to direct questioning: children's possibilities for thinking and using language can be much constrained.

It is understandable that the day-to-day business of organizing large numbers of children may require much use of language that regulates behaviour, gives instructions and requires short responses. Equally time needs to be made for talk by children which is extended, reflective and exploratory. Storying and working with stories gives abundant opportunity.

To find out what can be done to encourage storying, children in ten West Midland schools were studied over a period of two terms and this was followed up after two years. Five nursery schools and five infant/junior schools were involved.

Four to six children were randomly selected from particular teaching groups within each school. These selected groups of children were then randomly assigned in equal numbers either to a control or to an experimental group.

All the children were assessed on their oral responses to a specially written story and on a story of their own construction. This was to provide a baseline from which to measure progress.

Also a specially prepared leaflet, *Tell Me a Story*, was given to parents of all children in the experimental group, but not to control group parents. The leaflet is brief and simply written, but incorporates much of the available theory about encouraging a child's interest in story and storying, that is, making his or her own stories. It gave a consensus of the views of all the teachers participating in the project since they had revised and approved the text and lay-out.

The *Tell Me a Story* leaflet was discussed with parents of experimental group children and, where necessary, explanations and answers to questions were given. In some cases this stimulated a parent-teacher dialogue which continued throughout the study.

The main purpose of this discussion and the leaflet was to encourage parents to read stories to children and to listen to the stories children told them.

At the end of six months all children were tested again in exactly the same way. This time another specially written story was used to take account of memory.

The responses of all children were similarly transcribed, duplicated and scored and the outcomes of these analyses were compared with the results for the first story: (see table).

Table: Differences in average scores between initial test (January) and final test (July)

	Group	*Boys*	*Girls*	*Boys and girls*
Re-telling Story	Control	−0.75	−0.83	−0.79
	Experimental	+3.00	+2.40	+2.71
Telling Own story	Control	+0.33	−0.42	−0.05
	Experimental	+2.91	+3.40	+3.14
Both Stories	Control	−0.21	−0.62	−0.29
	Experimental	+2.95	+2.90	+2.93

In terms of progress made (or not made) over the study period the girls showed no difference in terms of sex, but large gains by the experimental group on both measures. The mean progress score is 2.71 points for children on the measure of re-telling the test story read to them. Even more progress is made in telling self-chosen stories: a highly significant improvement over the period of 3.14 points on a scale of 10.

On the other hand, the control group roughly maintained its standard in telling self-selected stories, but its average performance level on re-telling the test story declined.

Using exactly the same methods and sample a follow-up study was conducted 18 months later to check that these gains made over a short term are maintained after the experiment. Such follow-up studies are frequently disappointing, many efforts of remediation have suffered and gains often disappear when the special experimental attention is withdrawn.

But in this case, the gains made by the experimental group over a six-month period were maintained and even extended after a further year and a half during which no controlled intervention took place.

The results emphatically demonstrate the power of parental involvement and cooperation in the learning process over a fairly short period of time. Indeed the control results suggest that many children may make little or no progress in their abilities to understand, reproduce and construct stories without it.

Since narrative is a crucial way in which young children organize their understanding of the world and the main ways in which they articulate their ideas, its role in thinking and thus in the teaching and learning of young children should not be underestimated. The results discussed point one way in which children may develop their natural and essential tools for learning and at the same time obtain some of the pleasures and satisfactions that story and storying afford.

Finally, these results show that story telling ability can develop with the passage of time, but simple maturational explanations for this are shown to be inadequate. Progress can be swift, non-existent or regressive and much depends upon a child's chance to hear, tell and re-tell stories in a one-to-one context; opportunity, encouragement and practice have considerable influence. This is a result with heartening positive implications for both parents and teachers.

Barry Wade's book, Story at Home and School *includes a more detailed account of this experiment, a copy of the leaflet,* Tell Me a Story, *and explores the role of story in child development further. It is obtainable price £3 (pauage included) from Educational Review, Faculty of Education, University of Birmingham, PO Box 363, Birmingham B15 2TT.*

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Primary School Education

Headships

BARNET
LONDON BOROUGH
HIGHFIELD INFANT SCHOOL
HOLLY TRINITY C.E. J.M.I. SCHOOL
[illegible]
Roll 330
GROUP 4
The Governors are seeking to appoint a practising communicant Anglican as HEAD of this Group 4 School, housed in new buildings with Games field. Applicants should have a wide experience of modern Primary education and be prepared to strengthen the links with parents and with the Parish Church.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms and further details (S.A.E.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Clerk to the Governors, Mr David Smith, 17 Abbots Gardens, East Finchley, N2 0JG by 14th September, 1984. (08544) 110010

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
SHAUN SHAW J & I SCHOOL
Moorfield Street, Halifax HX1 3ER
Required from January 1985 a HEADTEACHER for this Group 2 school.

SALTERHEBBLE J & I SCHOOL
Savile Square, Halifax HX3 0AG
Required from January 1985 a HEADTEACHER for this Group 2 school.

STUBBINGS INFANT SCHOOL
Hebden Bridge HX7 8SP
Required from January 1985, a HEADTEACHER for this Group 3 school.
Application forms and further details obtainable (on receipt of foolscap S.A.E.) from the Chief Education Officer, Northgate House, Northgate, Halifax HX1 1UN, to whom completed forms should be returned by 12th September, 1984. (08834) 110010

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
NORWOOD COUNTY PRIMARY SCHOOL
Norwood Road, Southport, Merseyside PR8 5HQ
HEADTEACHER
(Group 5)
Required in January 1985 for this school, with approximately 400 pupils, to be created by the amalgamation of the present Junior and Infant schools.
Closing date: 19th September, 1984.
Application forms and further details are available on receipt of s.a.e. from the Chief Education Officer, Town Hall, Bootle, Merseyside L20 7AE. (08813) 110010

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
BOWDON C. OF E. (AIDED) PRIMARY SCHOOL
Grange Road, Bowdon, Altrincham, Cheshire WA14 3EX (364 pupils mixed)
Tel: 061-928 8907
HEADTEACHER GROUP 4
Applications are invited from suitably qualified and experienced teachers: communicant members of the Church of England preferred.
Application forms obtainable from: Chief Education Officer, Schools Section, Town Hall, Stamford New Road, Altrincham WA14 1EP. Returnable to: Rev. Canon A.B. Martin, Chairman School Governors, St Mary's Vicarage, Church Brow, Bowdon.
Due to the first advertisement for this post appearing during school holidays, the closing date has been extended until Friday 14th September 1984. (08588) 110010

DUDLEY
METROPOLITAN BOROUGH
HEADSHIPS
Applications are invited for the HEADSHIPS of the following County Primary Schools to take effect from January 1985 -

(a) Mount Pleasant Primary School, Quarry Bank (3 - 12 age group) - Roll 360 plus 30 place Nursery Unit. Group 6.

(b) Colley Lane Primary School, Halesowen (5 - 11 age group) - Roll 450.

Application forms/details (foolscap SAE) from Chief Education Officer, 2 St. James's Road, Dudley, West Midlands (Ref. 057/NT). Returns by 14th September. (09506) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
TENACRES FIRST SCHOOL
Quibery Close, Winyates East, Redditch, Worcs. B98 0PB
Age Range 5 - 9
Required for January 1985, Headteacher for this Group 6 School.
Closing date 18th September, 1984.
Further particulars of the post are available from the County Education Officer (EW/GJI) County Education Office, Castle Street, Worcester. (A foolscap stamped and addressed envelope required). (08778) 110010

ST HELENS
METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
HEAD TEACHER
DERBYSHIRE HILL COUNTY PRIMARY SCHOOL
(GROUP 4)
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher with effect from as soon as possible thereafter.
Further details and application forms are available from The Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN, to whom completed applications should be returned by Wednesday, 19th September, 1984. A stamped, addressed foolscap envelope required in all cases.
As part of the Council's Equal Opportunity policy, applications are welcome from people regardless of disability, marital status, race or sex. (09508) 110010

Deputy Headships
Second Masters/
Mistresses

CAMBRIDGESHIRE
FAWCETT INFANTS SCHOOL
Required in January, Deputy Headteacher of this Group 3 school.
Application form and details available from the Headteacher, Alpha Terrace, Trumpington, Cambridge CB2 2HS (s.a.e. please). (08784) 110012

ESSEX
ST. JOSEPH THE WORKER R.C. PRIMARY SCHOOL
Rightway Crescent, Rayleigh Road, Hutton, Brentwood CM13 1BJ
(Roll 142)
Tel: Brentwood 227282
DEPUTY HEADTEACHER
Group 3
Applications are invited from suitably qualified and experienced Catholic teachers with an enthusiastic interest in the Primary Curriculum.
Details and application forms available from the Area Administrative Officer, P.O. Box 358 'A' Block, County Hall, Chelmsford CM1 1LW. (s.a.e. required).
Closing Date: 21st September 1984. (09980) 110012

HEREFORD AND WORCESTER
COUNTY COUNCIL
MILLFIELDS FIRST SCHOOL
Swift Close, Bromsgrove, Worcs. B61 7DS
Required for January, 1985 a Deputy Headteacher. Group 4.
Most important will be the ability to complement and work with a dedicated and forward looking staff. Specific abilities NOT essential but Music would be useful.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (08778) 110010

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DEPUTY HEADSHIP
OF CLASS BASE PRIMARY (AIDED) SCHOOL
Convent Drive
Coalville
Leics
Roll: 150
Group: 5
Head: Sister Keiran Byrne
Required for January 1985, an enthusiastic, experienced primary teacher for the class base unit. Practising Catholic preferred, State strengths.
Apply (no forms) with curriculum vitae and names and addresses of two referees (please enclose S.A.E.) to the Headmistress by 14th September. (08305) 110013

Scale 2 Posts and above

EAST SUSSEX
HERNE COUNTY JUNIOR SCHOOL
Herne Road, Crowborough TN6 2NT
Roll: 320 plus
Required from January 1985: Music Teacher (Scale 3). Competent Pianist essential, but good class teacher required interested in all other areas of the curriculum. Any experience in Remedial education/Drama would be an advantage. Please quote all teaching strengths.
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG, to be returned to the Head Teacher by September 14th. (08589) 110010

EAST SUSSEX
CROSS-IN-HAND CE PRIMARY SCHOOL
Cross-in-Hand, Heathfield TN21 0LT
Roll: 295
Required from January 1985: Experienced Teacher of Juniors (Scale 2). Responsibility for Resources, Art & Display, Girls' Games.
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG, to be returned to the Head Teacher by September 14th. (08589) 110010

EAST SUSSEX
CROSS-IN-HAND CE PRIMARY SCHOOL
Cross-in-Hand, Heathfield TN21 0LT
Roll: 295
Required from January 1985: Experienced Teacher of Juniors - Scale 2 (likelihood of Scale 3 from Easter 1985). For Netball, Girls' & Boys' Games. Overall charge of curriculum development in Junior Department.
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG, to be returned to the Head Teacher by September 14th. (08589) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
ST. MARTIN'S PRIMARY SCHOOL
Ross Road, Hereford HR2 7RJ
Required for January, 1985. Assistant Teacher, Scale 3.
Experienced and enthusiastic teacher of Environmental Studies. The successful applicant would be responsible for the curriculum, ordering equipment and source material, and overseeing the development of the subject throughout the school.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (08780) 110010

Scargill Junior School
(Roll 298)
Mungo Park Road, Rainham RM13 7PL.

HEADTEACHER
GROUP 5

Required for January 1985.
Salary £11,457 to £12,672 plus £645 London Weighting.
Removal expenses are payable in approved cases.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref. Staffing/DHT), Mercury Gardens, Romford RM1 3DR.
Havering
Closing date: Thursday 20th September, 1984. (1353)

Education
Appointment of Head Teachers
Qualified teachers are invited to apply for appointment as Head Teachers for the following schools.

Larkfields Junior School, Coronation Road, Nuthall, Nottingham NG16 1EP
Number on roll: 190 Salary Group 5
Vacant: 1st September, 1984 to be filled as soon as possible thereafter.

Highwood Player Junior School, Beechdale Road, Bilborough, Nottingham NG8 3AF
Number on roll: 170 Salary Group: 4 + SPA
Vacant: 1st September, 1984 to be filled as soon as possible thereafter.

Crossdale Drive Primary School, Crossdale Drive, Keyworth, Notts NG12 5HP
Number on roll: 160 Salary Group: 4
Vacant: 1st September, 1984, to be filled as soon as possible thereafter. The vacancy is created by the retirement of the Head Teacher.

Raleigh Infant School, Russell Street, Nottingham NG7 4FL
Number on roll: 92 + 30 place nursery Salary Group: 2
Vacant: 1st January, 1985.
The vacancy is created by the promotion of the Head Teacher to a larger school within the Authority.

Croft Nursery, St. Peter's Street, Radford, Nottingham NG7 3EN
Number on roll: 80 place nursery Salary Group: 2
Vacant: 1st September, 1984 to be filled as soon as possible thereafter.
The vacancy is created by the promotion of the Head Teacher to a larger school.

Application forms and further details for all posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP. Closing date 14 September 1984. (1640)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

PRIMARY
SCALE 2 POSTS
CONTINUED

Lancashire County Council
An equal opportunities employer
The following are required for 1st January, 1985 unless otherwise stated and the closing date is 13th September, 1984.

Primary Schools
Forms/further details from/to the Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. (SAE foolscap please.)

PENWORTHAM COUNTY
Preston (265 on Roll)
HEADTEACHER – GROUP 5
Forms/further details for this post only from/to The District Education Officer, Education Offices, East Cliff, Preston. (SAE please.)

CLITHEROE PENDLE COUNTY
Clitheroe (253 on Roll)
HEADTEACHER – GROUP 5
Forms/further details for this post only from/to The District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please.)

LEYLAND ST. ANDREW'S C.E. INFANTS (CONTROLLED)
Preston (160 on Roll)
HEADTEACHER – GROUP 4
Forms/further details for this post only from/to The District Education Officer, Education Offices, East Cliff, Preston. (SAE please.)

MORECAMBE & HEYSHAM POULTON-LE-SANDS C.E. (AIDED)
Morecambe (216 on Roll)
DEPUTY HEADTEACHER – GROUP 4 – JUNIOR AND INFANTS

ELLEL C.E. (AIDED)
Lancaster (142 on Roll)
DEPUTY HEADTEACHER – GROUP 4 – JUNIOR AND INFANTS

BILLINGTON LANGHO C.E. (AIDED)
Blackburn (175 on Roll)
1st September, 1984, or as soon as possible
DEPUTY HEADTEACHER – GROUP 4 – JUNIORS
COMMUNICANT MEMBER OF C.E. PREFERRED

GREAT HARWOOD ST. HUBERT'S R.C. (AIDED)
Blackburn (104 on Roll)
DEPUTY HEADTEACHER – GROUP 2 – JUNIOR/INFANTS

LANCASTER DALLAS ROAD COUNTY
Lancaster (338 on Roll)
SCALE 2 – HOME-SCHOOL LIAISON TEACHER
Forms/further details for this post only from/to The District Education Officer, District Education Offices, High Street House, High Street, Lancaster, (SAE please.)

BLACKBURN ST. LUKE'S C.E. (AIDED)
Blackburn (135 on Roll, mixed 5–11)
SCALE 2 – RESPONSIBLE FOR CURRICULUM DEVELOPMENT IN SCIENCE/MATHEMATICS. INTEREST IN P.E. AND BOYS' GAMES AN ADVANTAGE.
COMMUNICANT MEMBER OF CHURCH OF ENGLAND PREFERRED.

Re-advertisement
BLACKBURN LOWER DARWIN COUNTY
Blackburn (90 on Roll, mixed 5–11)
A NEW DEVELOPMENT
SCALE 2 PLUS SPECIAL CLASS ALLOWANCE – SPECIAL CLASS FOR HEARING IMPAIRED CHILDREN. INFANT/JUNIOR EXPERIENCE AND SPECIALIST QUALIFICATION.

RISHTON ST. PETER AND ST. PAUL'S C.E. (AIDED)
Great Hardwood (195 on Roll)
January 1985 or earlier if possible
SCALE 2 – JUNIOR/INFANT – ENVIRONMENTAL STUDIES, ART AND CRAFT. COMMUNICANT C. OF E. PREFERRED.

Re-advertisement
BLACKBURN GRIFFIN PARK COUNTY
Blackburn (234 on Roll, mixed 5–11)
SCALE 1 – INFANT

ACCRINGTON ST. JOHN'S C.E. (AIDED)
Accrington (210 on Roll)
As soon as possible.
SCALE 1 – INFANT TEACHER (2ND YEAR) – CHURCH OF ENGLAND COMMUNICANT PREFERRED

CAMBRIDGESHIRE
CAMBRIDGE AREA PRIMARY SCHOOLS SUPPORT TEAM
SCALE 2
Appointment from January 1985
Applications are invited from enthusiastic teachers to contribute to the work of a small team of teachers which helps to support and extend a broad and practical curriculum in primary schools.
Full details available from Senior Inspector for Primary Education, Cambridge Area Education Office, Gloucester Street, Cambridge CB3 0AP (s.a.e. please).

QUEEN EDITH JUNIOR SCHOOL
Required for January an experienced and enthusiastic teacher (Scale 2), with responsibility for Girls' Games. An interest in Art and Display would be an advantage.
Application forms and details from the Headmaster, Godwin Way, Cambridge CB3 4QX (sae please). Closing date 14th September 1984. (08786) 110022

MILTON ROAD JUNIOR SCHOOL
Required for January experienced teacher to be responsible for MATHEMATICS throughout the school (Scale 2).
Application forms and details available from the Head, Milton Road, Cambridge CB4 1UZ. (Tel: 35924) returnable by 10th September 1984. (08785) 110022

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
PARK LANE JUNIOR MIXED & INFANT SCHOOL
Park Lane, Wembley, HA9 7RY
(Roll 307)
Required as soon as possible an enthusiastic and committed TEACHER for BOYS' GAMES and General Class duties. This is suitable for a first appointment but a Scale 2 post is available for a junior department.
Application forms (S.A.E.) from Director of Education, P.O. Box 37, Civic Centre, Wembley, Middx. HA9 7AY, returnable to the Head of the School within 10 days.
London Allowance of £987 per annum is payable. Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multi-Cultural Education. (08936) 110022

BRENT
LONDON BOROUGH OF BRENT
ST JOSEPH'S R.C. JUNIOR MIXED AND INFANTS' SCHOOL
Cricklewood Road, NW10 9LS
(Roll 665. Social Priority School)
Required as soon as possible - TEACHER (Scale 1) to teach small groups of INFANT and LOWER JUNIOR children. Experience in the teaching of Reading essential. Ability to take some Junior P.E./Games would be an advantage (R.C. preferred).
Required as soon as possible INFANT TEACHER (Scale 1) to assist Class Teachers with the teaching of Reading and Mathematics. Music would be an advantage (R.C. preferred).
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (08961) 110022

CAMBRIDGESHIRE
HUNTINGDON AREA
SAWTRY COUNTY INFANTS SCHOOL
Middlefield Road, Sawtry, Cambs. PE17 5BH
Required for January, experienced ASSISTANT TEACHER (Scale 1) in this open plan, vertically grouped Infant School.
Application forms and further details from the Headteacher (SAE please). Closing date: 14th September. (08785) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
OUR LADY OF THE VISITATION R.C. FIRST & MIDDLE SCHOOL
Greenford Road, Greenford, Middx. UB6 9AH
Part time First School teacher required for 8 sessions per week to teach children in the age range 5 - 8 years. Music an advantage. Catholic preferred.
Pro rata Scale 1 and £987 London Weighting.
Application forms (SAE) from Head to be returned to Reverend J. Berain SOA 358 Greenford Road, Greenford, Middx, UB6 9AN by 22nd September 1984. (08786) 110022

ESSEX
ST. LAWRENCE C OF E JUNIOR SCHOOL
Ninefields Estate, Waltham Abbey
(Roll 143)
Tel: Lea Valley 715899
JUNIOR TEACHER Scale 1
Required immediately for one year, fixed term contract to teach the 4th year Junior class.
Applications in writing with the names of two referees to the Headteacher at the school (foolscap S.A.E. please). (08988) 110022

HEREFORD AND WORCESTER
COUNTY COUNCIL
TENBURY C.E. PRIMARY SCHOOL
Tenbury Wells, Worcs. WR15 8BA
Required for January, 1985, an enthusiastic class teacher for Upper Infants/Lower Juniors, Scale 1. Must be able to liaise fully with both Infant and Junior departments.
This is a Group 5 school (208 on roll) situated in a small market town. Many of the pupils travel by bus.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (08782) 110022

WARNDON INFANTS' SCHOOL
Edgeworth Close
Warndon, Worcester WR4 9PG
(3 - 7)
Required for January, 1985, Assistant Teacher, Scale 1, to be responsible for a Top-Year Infant Class.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (08782) 110022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
LINGHAM PRIMARY SCHOOL
Townsendow Lane, Moreton, Wirral L46 7UQ
TEMPORARY ASSISTANT TEACHER SCALE 1
REQUIRED FOR SEPTEMBER 1984 to replace a permanent member of staff taking Maternity Leave, trained or experienced in Infant class teaching essential. Previous experience in Mathematics desirable.
Salary for this appointment will be paid on a daily rate basis.
Apply by letter to the Head Teacher giving full details of training and qualifications plus the names and addresses of two referees as soon as possible. (08961) 110022

Middle School Education

Mathematics

Scale 2 Posts and above

WEST SUSSEX
SOUTHERN AREA
DURRINGTON MIDDLE SCHOOL
Salvington Road, Worthing
Scale 3 Mathematics Co-ordinator required January 1985 or a.s.o. for this Group 7 School with excellent facilities.
A practical approach and familiarity with Fletcher core material/computer experience an advantage.
Form and details from Headmaster on receipt of s.a.e. (08786) 123420

Physical Education

Scale 2 Posts and above

HEREFORD & WORCESTER
COUNTY COUNCIL
BURLISH MIDDLE SCHOOL
Stourport-on-Severn
Please send under Scale 1 posts. (08783) 124220

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
STOURPORT-ON-SEVERN
BURLISH MIDDLE SCHOOL
Coniston Crescent, Stourport-on-Severn DY13 8JU
(9 - 13 years)
Required for January, 1985. A good general class teacher with middle school experience to share responsibility for boys' educational gymnastics and games. The position also requires someone to take responsibility for educational teaching aids and technology and to further their uses in support of the curriculum. Science and/or subject preferences. A Scale 2 post available.
Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (08782) 124292

Wiltshire Secondary
Pewsey Vale Comprehensive School, Wilcot Road, Pewsey, SN9 5EW
GROUP 5 – N.O.R. 530
Applications are invited for the Headship of Pewsey Vale Comprehensive School from 1st January, 1985. The vacancy arises from the appointment of Mr. J. E. Trayhorn as Head of Brimsham Green School, Avon.
Pewsey Vale is a well established 11–16 mixed Comprehensive School serving Pewsey and an extensive rural area. The number on roll (September 1984) is approximately 530. Sixth form education for the Pewsey area is provided at St. John's School, Marlborough (11–18 Comprehensive).
The School is housed in permanent buildings of good quality on an attractive open site. Adjacent to the School is the Pewsey Sports Centre, which includes a sports hall and indoor swimming pool. The Centre has its own Managing Body but Pewsey Vale and other schools have exclusive use of it during school hours.
A new County Primary School to serve Pewsey is at present under construction elsewhere on the site and will open in September 1985. Most of the other primary schools in the area are small village schools; with them and with the wider community Pewsey Vale has developed strong links.
Application form and further details from the Chief Education Officer, Education Department (ST/PVHS), County Hall, Trowbridge, BA14 8JS. (SEA please). Closing date 17th September, 1984. (3871)

Secondary Education

Headships

DUDLEY
METROPOLITAN BOROUGH
HEADSHIPS
(a) HILLCREST SCHOOL & COMMUNITY COLLEGE Netherton
(12 - 16 age group) - Roll 750. Group 10 plus community college allowance
Applications are invited for the post of PRINCIPAL of this established co-educational school and community college to take effect from January 1985.

EARLS HIGH SCHOOL Halesowen
(11 - 16 age group) - Roll 850. Group 10
Applications are invited for the post of HEAD of this established co-educational school to take effect from January 1985.
Application forms/details from Chief Education Officer (foolscap SAE), 2 St. James's Road, Dudley, West Midlands. (Ref. 057/NT) Return by 14th September. (09505) 130010

HEREFORD AND WORCESTER
COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal, Birmingham B45 9EL
Age range 12 - 18
Required for January, 1985, Headteacher for this Group 10 School.
Closing date 18th September, 1984.
Further particulars of the post are available from the County Education Officer (S&V/GJI) County Education Office, Castle Street, Worcester. (A foolscap stamped and addressed envelope is required). (08778) 110010

Temporary Scale 1 Posts – Primary
A limited number of temporary scale 1 posts will become available in Infant and Junior schools throughout the Borough in January 1985.
Applications are invited for these two term posts from well qualified and enthusiastic teachers, both EXPERIENCED and NEWLY QUALIFIED. Applicants should indicate clearly any special subject or interest they are able to offer and whether or not they would be available during the Autumn Term 1984 to cover for a teacher on Maternity Leave.
Havering
Application forms are available (s.a.e. please) from the Director of Educational services (ref Staffing/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR. Essex. (1387)

Northamptonshire
CHENDERIT SCHOOL
MIDDLETON CHENEY, BANBURY OX17 2QR
Telephone: 0295-711567
HEADTEACHER
(Group 10)
Applications are invited for appointment in January 1985 to the Headship of this 11–18 five form entry, rural Comprehensive School.
The School opened as a purpose-built Comprehensive School in September 1979 and the estimated roll for September 1984 is 911, inclusive of 79 VIth form students.
Salary: Burnham Group 10.
Application forms and further particulars are available from:
County Education Officer (Ref: ST/DL) Northampton House, Northampton, NN1 2HX (sae please). Closing date: 20th September 1984.

SECONDARY HEADSHIPS
continued

SOLIHULL
EDUCATION COMMITTEE
SMITHS WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
HEADSHIP - GROUP 11 (Plus S.F.A.)
Applications are invited from suitably qualified and experienced teachers for the Headship of this 11/16 Comprehensive school for appointment from January or April 1985.
Applications forms and further details obtainable from: Director of Education, P.O. Box 30, Council House, Solihull, West Midlands B91 3QU. Closing date for the receipt of applications: 21st September 1984. (08761) 130010

Deputy Headships
Second Masters/Mistresses

DURHAM
COUNTY COUNCIL
CONSETT MIDDLE
COMPREHENSIVE SCHOOL
Group 11 - 16 years
DEPUTY HEAD TEACHER - Group 10
Well qualified and experienced teacher required for January, 1985.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Blackhill, Co. Durham.
Closing date for receipt of applications 14th September 1984. (06306) 130012

Remedial Posts
Heads of Department

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
TODMORDEN HIGH SCHOOL
Sweet Lane, Todmorden, Lancs. OL14 7DG
Required from January 1985 a HEAD OF COMPENSATORY EDUCATION (Scale 3) to take charge of an established department.
Application forms ... from the Headteacher, to whom completed forms should be returned by 14th September 1984. (08932) 131075

Scale 2 Posts and above

HEREFORD & WORCESTER
QUEEN ELIZABETH HIGH SCHOOL
Bromyard, Herefordshire HR7 4DB
11 - 16 Mixed comprehensive - 550 pupils
Required for January, 1985, a teacher to be responsible for the Special Learner Unit.
Applicants should have qualifications in Special Education. Scale 2 post plus S.S.A.
Further details and application forms available from Headmaster on receipt of s.s.e. (08771) 131020

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
Unless otherwise stated:
Closing date for receipt of applications is 14th September 1984.
Forms are available from and should be returned to the Director of Education, Selectapost 17, Merrion house, 110 Merrion Centre, Leeds LS2 8DT.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an equal opportunity employer.
PRIMARY SCHOOL
HEADSHIP (GROUP 6)
5950 BEESTON HILL ST LUKES CE (AIDED)
(No. on roll: 316 5-9 Junr + Nursery
Beeston Road, LS11 8ND
Telephone No: 433375
Acting Head Teacher: Mr C E Whitehouse
Required for January 1985, Head Teacher (Group 6). Applications invited from committed Christians. This is a readvertisement – previous applicants will be reconsidered. Details from School. Completed application forms to Reverend John Holmes, St Lukes Vicarage, Malvern View, LS11 8SQ.
HIGH/SECONDARY SCHOOL
TEMPORARY POST
SCALE 1
5949 JOHN SMEATON COMMUNITY HIGH SCHOOL
(No on roll: 1178: 13-18 years)
Scarcroft Approach LS15 8TA
Tel No: 644251
Head Teacher: Mr G P Wills B.Phil.
Required for September 1984, temporary for one term, teacher of Computer Studies to examination level. Applicants should telephone Head Teacher for further details. Closing date 14th September 1984.

Scale 1 Posts

ENFIELD
LONDON BOROUGH OF ENFIELD
THE BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx.
Required as soon as possible, teacher of REMEDIAL EDUCATION Scale 1. The Department of Special Needs is undergoing re-organisation and the post offers an excellent opportunity for an energetic, committed person. A temporary appointment would be considered.
London Allowance. £645.
Application forms and further details (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible, or please telephone the school for details. Tel. No. 01-363-6666. (08768) 131022

By Subject Classification
Arts and Design
Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham, Essex
(Roll 1047)
Required for September 1984 a GRAPHIC COMMUNICATIONS/TECHNICAL DRAWING - A teacher with initiative to teach Graphic Communications/Technical Drawing throughout the school, up to 'O' level (occasionally to 'A' level). The school is an 11 - 18 mixed comprehensive on one site. Scale 1.
London Addition £987 per annum. Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher, giving full curriculum vitae and the names and addresses of two referees one of whom should be your present immediate past employer. (08984) 131922

BERKSHIRE
WESTWOOD GIRLS' SCHOOL
Bath End Lane, Reading RG0
Required as soon as possible, TEMPORARY TEACHER OF ART (one year) Scale 1.
Apply by letter enclosing details of qualifications and experience together with names and addresses of two references to the Headmistress.
CLOSING DATE SEPTEMBER 17TH 1984.
Equal Opportunity Employer. (08748) 131295

HERTFORDSHIRE
BOWES LYON HIGH SCHOOL
Bedford Road, Hitchin, Herts. SG5 2UR
Group 10, Co-educational
Tel: Hitchin 59748
Required for the beginning of the September term 1984, a qualified TEMPORARY TEACHER OF ART/POTTERY, Scale 1, to teach a full time-table until the second week in November 1984, owing to maternity leave situation. Applicants offering art only, but specialism, will also be considered.
Letters of application, and curriculum vitae with names & addresses of 2 referees, should be sent to the Headmaster at the School immediately. (08754) 131222

Commercial Subjects
Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Wesley Road, London E6 2PS
Head Teacher: A. Gabert
Number on roll: 1800
HEAD OF BUSINESS STUDIES Scale 3/4
Required January 1985.
To take charge of a department which teaches a wide range of successful Business Studies courses at 4th/5th year level and the Sixth Form, including ACCOUNTING - 'A' level. The teacher appointed should be primarily qualified in Accounting but have the breadth of experience necessary to co-ordinate all courses and ensure their development in line with modern business police and especially information technology.
Previous applicants will be considered.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 11th September 1984.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer. (08971) 131818

Scale 1 Posts

DURHAM
COUNTY COUNCIL
WELLFIELD
COMPREHENSIVE SCHOOL
Wingate
11 - 16 years 840 on roll
COMMERCE/TYPEWRITING - Salary Scale 1
Well qualified teacher required for September, 1984 or as soon as possible thereafter to teach to CSE and RSA level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th September, 1984. (09130) 131892

Computer Studies
Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW9
Ethnically mixed, co-educational comprehensive school situated in pleasant parkland
Number on roll: 1800
HEAD OF BUSINESS STUDIES Scale 3/4
Required January 1985.
To take charge of a department which teaches a wide range of successful Business Studies courses at 4th/5th year level and the Sixth Form, including ACCOUNTING - 'A' level. The teacher appointed should be primarily qualified in Accounting but have the breadth of experience necessary to co-ordinate all courses and ensure their development in line with modern business police and especially information technology.
Previous applicants will be considered.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 11th September 1984.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer. (08971) 131818

Scale 1 Posts

DURHAM
COUNTY COUNCIL
WELLFIELD
COMPREHENSIVE SCHOOL
Wingate
11 - 16 years 840 on roll
COMMERCE/TYPEWRITING - Salary Scale 1
Well qualified teacher required for September, 1984 or as soon as possible thereafter to teach to CSE and RSA level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th September, 1984. (09130) 131892

Craft, Design & Technology
Scale 1 Posts

DURHAM
COUNTY COUNCIL
FRANKSOME
COMPREHENSIVE SCHOOL
Darlington
11 - 16 years, 1100 on roll
CRAFT, DESIGN, TECHNOLOGY - Salary Scale 1 - Well qualified teacher required for January, 1985. Ability to offer Technical Drawing an advantage.
Stamped addressed envelope for application form and further details to Area Education Office, 'Craig Lea', Uplands Road, Darlington, Co. Durham.
Closing date for receipt of applications 14th September 1984. (09124) 132132

Scale 1 Posts

DURHAM
COUNTY COUNCIL
ACRE RIGG ANNEX
Peterlee
11 - 16 years 300 on Roll
COMPUTER STUDIES - Salary Scale 1 - Well qualified teacher for September, 1984 or as soon as possible thereafter.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee Co. Durham.
Closing date for receipt of applications 14th September, 1984. (09129) 132038

HERTFORDSHIRE
MARSHALSWICK SCHOOL
The Ridgeway, St Albans
Head: P.T. Mills
Tel: St Albans 51780
Required for September or as soon as possible thereafter, teacher for Computer Studies (Scale 1), full or part time. Department covers wide range of courses. The assignments could be adjusted to suit qualifications.
Applications with names and addresses of two referees to the Head at the School. (08800) 132122

SOMERSET
FROME COLLEGE
Frome
(13 - 18 Mixed Comprehensive 1500)
Required for September 1984, Teacher of Technology and CDT in the school section of the department, but an enterprising teacher who is able to contribute to the many facets of the situation is sought. Scale 1.
Letters of applications to the Principal of the College with s.a.e. for job description.
Closing date 10th September 1984. (08893) 132122

Economics
Scale 1 Posts

LONDON SW20
URSULINE CONVENT
"The Downs", Wimbledon, London SW20 8HN
Girls Comprehensive High School. 13 - 18. 905 on roll
Required as soon as possible temporary part time (.8) teacher of Economics to Level. The post also includes the teaching of some Maths in the main school and Commerce in the one year sixth.
Please apply to the Headmistress with testimonials and s.a.e. for advertisement, giving the names and addresses of two referees. (08933) 132222

English
Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1380)
Required for September 1984, an assistant teacher of English, help with remedial work would be an advantage. Scale 1 plus Inner London Allowance.
Apply in writing immediately to the Headteacher giving full c.v. (08982) 132422

DURHAM
COUNTY COUNCIL
HAUGHTON
COMPREHENSIVE SCHOOL
Darlington
11 - 16 years, 1050 on roll
ENGLISH/DRAMA/SPEECH - Salary Scale 1 - Well qualified teacher required for January, 1985 to teach both subjects in the lower school. Ability to teach Mathematics throughout the school would be an advantage.
Stamped addressed envelope for application form and further details to Area Education Office, 'Craig Lea', Uplands Road, Darlington, Co. Durham.
Closing date for receipt of applications 14th September 1984. (08135) 132422

DURHAM
COUNTY COUNCIL
SHOTTON HALL
COMPREHENSIVE SCHOOL
Peterlee
11 - 16 years, 1100 on roll
ENGLISH - Salary Scale 1 - Well qualified teacher required for January, 1985 to teach subject up to GCE 'O' Level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th September, 1984. (08134) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Wilmer Way, Southgate, London N14 7HY
Mixed Comprehensive. Roll 630
Required for September 1984, a temporary teacher of ENGLISH and MATHEMATICS Scale 1. About two thirds of the work would be English including Library and Remedial lessons. Temporary post to cover maternity leave.
School on one site with Sports Hall and playing field.
London Allowance. £645.
Application forms (large SAE) obtainable from the Headmaster, to be returned as soon as possible. (08945) 132428

Geography
Scale 2 Posts and above

SOMERSET
CRISPIN SCHOOL
Street
(11 - 16 mixed comprehensive, 1130)
For January 1985. Teacher of Geography/History. Scale 2. Experienced and well-qualified teacher required, able to offer both subjects and Citizenship to O/CSE level.
Application form and details (SAE) from the Head, also for application closing date 14th September 1984. (08810) 132620

History
Scale 2 Posts and above

SOMERSET
CRISPIN SCHOOL
Street
(11 - 16 mixed comprehensive, 1130)
For January 1985. Teacher of Geography/History. Scale 2. Experienced and well-qualified teacher required, able to offer both subjects and Citizenship to O/CSE level.
Application form and details (SAE) from the Head, also for application closing date 14th September 1984. (08810) 132620

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
CALDAY GRANGE GRAMMAR SCHOOL FOR BOYS
West Kirby, Wirral, Merseyside L48 8AU
(1165 boys - 550 in the Sixth Form)
REQUIRED FOR 1st SEPTEMBER 1984 or as soon after as possible, for 1 fixed term appointment to 31st August 1985
TEMPORARY ASSISTANT TEACHER - SCALE 1 to teach GEOMETRICAL AND ENGINEERING DRAWING and/or Craft to Ordinary Level.
Apply at once directly by letter to the Headmaster at the school enclosing full curriculum vitae together with the names and addresses of two referees. Please enclose s.a.e. (08515) 132122

Mathematics
Scale 1 Posts

LONDON SW20
URSULINE CONVENT
"The Downs", Wimbledon, London SW20 8HN
Girls Comprehensive High School. 13 - 18. 905 on roll
Required as soon as possible temporary part time (.8) teacher of Economics to Level. The post also includes the teaching of some Maths in the main school and Commerce in the one year sixth.
Please apply to the Headmistress with testimonials and s.a.e. for advertisement, giving the names and addresses of two referees. (08933) 132222

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BUTTERSHAW UPPER SCHOOL
16 form entry, 13 - 18 co-educational comprehensive school
Required as soon as possible a qualified and enthusiastic teacher of Home Economics to share the teaching within a department team of 3. Courses include Home Economics to 'A' level, Food and Guide Community Care, Dress and Textiles, Child Care and Personal Development.
Further details and application forms may be obtained from the Acting Headteacher, Buttershaw Upper School, Reevy Road West, Bradford BD6 2PX to whom completed forms should be returned by 14 September 1984.
Reference ET 75884/TES.
The Council is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (08967) 133098

SOUTH GLAMORGAN
COUNTY COUNCIL
ST CYRES
COMPREHENSIVE SCHOOL
11 - 18
7 Form Entry
HOME ECONOMICS/CATERING: SCALE 1
Required in September a graduate teacher of Home Economics/Catering to teach the subject to 'O' and 'A' levels OCE and for the certificate examinations desirable. Salary and teaching desirable. This is a temporary appointment until at least August 1985.
Application forms may be obtained on receipt of stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4UG, to whom applications should be returned within 7 days of the appearance of this advertisement. (08508) 133099

LONDON NW1
MARIA FIDELIS
CONVENT SCHOOL
54 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five form entry Comprehensive School for girls on two sites
REQUIRED - Home Economics teacher (.8) needed to start work as soon as possible. The school is situated on Thursdays. The school is conveniently situated within a few minutes walk of both Euston and King's Cross Stations.
Closing date for applications Friday, 14th September.
Please Tel. or write for an application form to Mrs. Sheila Walsh, Headmistress. (09545) 133022

Home Economics
Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
BEMBRIDGE SCHOOL
Daintry Road, London E13 8LF
Head Teacher: Mrs. C.B. Goodhall
Number on roll: 1100 (approx) (girls)
HEAD OF HOME ECONOMICS DEPARTMENT
Required JANUARY 1985.
A well qualified and enthusiastic person required to be in charge of the department of Home Economics. The current post holder has involved the department in many curriculum initiatives which it is hoped her successor will continue to expand. Visits to the school welcome.
LONDON ALLOWANCE £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 11th September 1984.
Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (08974) 133018

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BUTTERSHAW UPPER SCHOOL
16 form entry, 13 - 18 co-educational comprehensive school
Required as soon as possible a qualified and enthusiastic teacher of Home Economics to share the teaching within a department team of 3. Courses include Home Economics to 'A' level, Food and Guide Community Care, Dress and Textiles, Child Care and Personal Development.
Further details and application forms may be obtained from the Acting Headteacher, Buttershaw Upper School, Reevy Road West, Bradford BD6 2PX to whom completed forms should be returned by 14 September 1984.
Reference ET 75884/TES.
The Council is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (08967) 133098

SOUTH GLAMORGAN
COUNTY COUNCIL
ST CYRES
COMPREHENSIVE SCHOOL
11 - 18
7 Form Entry
HOME ECONOMICS/CATERING: SCALE 1
Required in September a graduate teacher of Home Economics/Catering to teach the subject to 'O' and 'A' levels OCE and for the certificate examinations desirable. Salary and teaching desirable. This is a temporary appointment until at least August 1985.
Application forms may be obtained on receipt of stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff CF1 4UG, to whom applications should be returned within 7 days of the appearance of this advertisement. (08508) 133099

LONDON NW1
MARIA FIDELIS
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54 Phoenix Road, London NW1 1TA
Tel: 01-387 3856
A five form entry Comprehensive School for girls on two sites
REQUIRED - Home Economics teacher (.8) needed to start work as soon as possible. The school is situated on Thursdays. The school is conveniently situated within a few minutes walk of both Euston and King's Cross Stations.
Closing date for applications Friday, 14th September.
Please Tel. or write for an application form to Mrs. Sheila Walsh, Headmistress. (09545) 133022

Humanities
Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW9
Ethnically mixed, co-educational comprehensive school situated in pleasant parkland
Number on roll: 1800
HEAD OF BUSINESS STUDIES Scale 3/4
Required January 1985.
To take charge of a department which teaches a wide range of successful Business Studies courses at 4th/5th year level and the Sixth Form, including ACCOUNTING - 'A' level. The teacher appointed should be primarily qualified in Accounting but have the breadth of experience necessary to co-ordinate all courses and ensure their development in line with modern business police and especially information technology.
Previous applicants will be considered.
London Allowance: £987.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 11th September 1984.
Education Offices, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer. (08971) 131818

COVENTRY CITY COUNCIL
Assistant Teacher
Required September 1984 at:-
Lyng Hall Girls Comprehensive School
Blackberry Lane, Coventry CV2 3JS
Tel. 89447 1311 on roll)
BUSINESS STUDIES
Scale 1
Must be able to teach COMMERCE to 16+ and ECONOMICS to 'A' Level. This is a one year temporary appointment.
Apply immediately by letter together with full curriculum vitae, and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher at the above school. Enclose SAE if acknowledgement required. Canvassing disqualifies. (1364)
an equal opportunity employer

SECHOME ECONOMICS
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISIONAL
Rainham, Gillingham, Kent
Required from January for Girls require for September a full or part time teacher of Home Economics. The subject is taught to 'O' and 'A' Levels and teachers interested should apply immediately by letter to the Headmistress, Mrs. D.E. Snape, Rainham School for Girls, Derwent Way, Rainham, Gillingham, Kent. (08948)

Humanities
Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW9
Ethnically mixed, co-educational comprehensive school situated in pleasant parkland
(Roll: 1655 11 - 18). It is committed to Borough initiatives in multi-cultural and equal opportunities education and the successful candidate is likely to have such interests in his/her teaching philosophy.
Required as soon as possible - An enthusiastic and well qualified TEACHER to join a forward looking HUMANITIES team. He/she would be expected to teach GEOGRA-

PHY across the ability range, including 'A' level, and Lower School Humanities. An interest in the Human Environment approach is essential. (Scale 1).
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Brent is an equal opportunities employer.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (08942) 133022

Mathematics
Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
11 - 18 years
MATHEMATICS - Salary Scale 2 Well qualified and experienced teacher required for January, 1985 to teach throughout the age and ability range. The successful applicant will be required to take responsibility for all CSE work.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Blackhill, Co. Durham.
Closing date for receipt of applications 14th September 1984. (08152) 133420

Scale 1 Posts

DURHAM
COUNTY COUNCIL
SHOTTON HALL
COMPREHENSIVE SCHOOL
Peterlee
11 - 16 years, 1100 on roll
MATHEMATICS/COMPUTER STUDIES - Salary Scale 1 - Well qualified teacher required for January, 1985 to teach mathematics up to GCE 'O' Level. An interest to share in the development and use of the new computer facilities an advantage.
Stamped addressed envelope for application forms and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th September 1984. (09157) 133424

EAST SUSSEX
Please see Buckswood Grange under Independent Schools, Mathematics. (08714) 133432

EAST SUSSEX
DOROTHY STRINGER HIGH SCHOOL
Roger Road, Brighton BN1 6QP
Comprehensive mixed, 12 - 16. Roll: 1450
Required from January 1985 a teacher of mathematics to teach Mathematics (Scale 1).
Basic calculators available in approved cases.
Application forms (sae) please from and returnable to the Head Teacher. (08768) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Wilmer Way, Southgate, London N14 7HY
Mixed Comprehensive. Roll 630
Required for September 1984, a temporary teacher of ENGLISH and MATHEMATICS. Scale 1. About two thirds of the work would be English including Library and Remedial lessons. Temporary post to cover maternity leave.
School on one site with Sports Hall and playing field.
London Allowance. £645.
Application forms (large SAE) obtainable from the Headmaster, to be returned as soon as possible. (08945) 132428

Geography
Scale 2 Posts and above

SOMERSET
CRISPIN SCHOOL
Street
(11 - 16 mixed comprehensive, 1130)
For January 1985. Teacher of Geography/History. Scale 2. Experienced and well-qualified teacher required, able to offer both subjects and Citizenship to O/CSE level.
Application form and details (SAE) from the Head, also for application closing date 14th September 1984. (08810) 132620

Home Economics
Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
BEMBRIDGE SCHOOL
Daintry Road, London E13 8LF
Head Teacher: Mrs. C.B. Goodhall
Number on roll: 1100 (approx) (girls)
HEAD OF HOME ECONOMICS DEPARTMENT
Required JANUARY 1985.
A well qualified and enthusiastic person required to be in charge of the department of Home Economics. The current post holder has involved the department in many curriculum initiatives which it is hoped her successor will continue to expand. Visits to the school welcome.
LONDON ALLOWANCE £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 11th September 1984.
Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (08974) 133018

Scale 1 Posts

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR BOYS
Rickmansworth Road, Watford
Roll: 1050 boys. 260 in 6th form
Required September, well qualified teacher of Mathematics to teach throughout the school and good facilities for computing. Excellent opportunities. Scale 2 or 3 for suitably qualified and experienced candidate plus London allowance £858.
Apply in letter to Headmaster giving full details of qualifications and interests together with the names of two referees. (08911) 133420

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
TAFF ELY DISTRICT
BRYNCELYNNOG
COMPREHENSIVE SCHOOL
Graduate (preferably with honours) in Mathematics (including applied Mathematics) to assist with the teaching and organisation of the subject with special commitment to applied Mathematics to 'A' and 'S' levels. The successful applicant will be required to assist the Head of Department in the General Development of the Department. Scale 2.
Application forms to be returned by 19th September 1984 obtainable on receipt of a stamped, addressed foolscap envelope from the District Education Officer, District Offices, Ynysangarw Road, Treforgan, Tyffica Road, Pontypridd.
Canvassing will disqualify.
K.S. Hopkins, Director of Education. (08960) 133420

Scale 1 Posts

DORSET
SHERBOURNE SCHOOL FOR GIRLS
Dorset
See Independent Section. (08791) 133429

DURHAM
COUNTY COUNCIL
BISHOP BARRINGTON
COMPREHENSIVE SCHOOL
Peterlee
11 - 16 years, 1100 on roll
MATHEMATICS/COMPUTER STUDIES - Salary Scale 1 - Well qualified teacher required for January, 1985 to teach mathematics up to GCE 'O' Level. An interest to share in the development and use of the new computer facilities an advantage.
Stamped addressed envelope for application forms and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th September 1984. (09157) 133424

EAST SUSSEX
DOROTHY STRINGER HIGH SCHOOL
Roger Road, Brighton BN1 6QP
Comprehensive mixed, 12 - 16. Roll: 1450
Required from January 1985 a teacher of mathematics to teach Mathematics (Scale 1).
Basic calculators available in approved cases.
Application forms (sae) please from and returnable to the Head Teacher. (08768) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
ARNOS SCHOOL
Wilmer Way, Southgate, London N14 7HY
Mixed Comprehensive. Roll 630
Required for September 1984, a temporary teacher of ENGLISH and MATHEMATICS.
For further information please refer to Secondary: English, Scale 1 posts. (08946) 133422

ESSEX
ST JOHN PAYNE
COMPREHENSIVE SCHOOL
Patching Hall Lane, Chelmsford
(Roll 1000 plus)
Tel: (01245) 354009
MATHEMATICS TEACHER
Scale 1
Re-Advertisement
Urgently required. Able to teach to 'A' level.
Applications in writing giving c.v. and names of 2 referees, to the Headteacher at the school a.s.a.p. (foolscap s.a.e. please). (08981) 133426

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Wesley Road, London E6 2PS
Head Teacher: A. Gabert
Number on roll: 1800
HEAD OF MATHEMATICS Scale 1
Required September 1984 or as soon as possible.
To teach Mathematics in the Main School where schemes are in use. Ability to offer some Physical Education would be very useful. Large school all on one 45 acre site. Well organised and friendly.
London Allowance: £987.
Curriculum vitae and 2 referees to be sent to The Head Teacher at the school by 11th September 1984.
Director of Education Offices, 379/383 High Street, Stratford, London E15 4RD. An EQUAL OPPORTUNITIES EMPLOYER. (08967)

LONDON SE2

ST. PAUL'S R.C. (SM)
Wickham Lane, SE2 0XX
Tel: 311 3858
(Headmaster Mr A.E. Scanlan)
(840 on roll)
Required for 1st September 1984, Mathematics teacher able to join in the teaching of the subject across the full secondary age and ability range. (Scale 1 post).
The school is well disciplined with a good academic intake situated in a pleasant woodland area on the borders of London and Kent. (08782) 133432

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
EDUCATION DEPARTMENT
TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Wells, Essex IG8 0TP
Tel: 01-504 9756
Head: P.C.D. Doherty, B.A., D.Phil.
Required from September 1984 a graduate to teach Computer Studies and Mathematics to at least 'O' level. Applications will be welcome from students leaving Septembers from experienced teachers who are able to make a positive contribution to the thriving Mathematics department.
Scale 1 with Outer London Allowance.
Apply immediately by letter to the Head at the School giving full details of age, education, qualifications, experience (if any) and the names, addresses and telephone numbers of two referees. (09115) 133422

Modern Languages
Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
PARKLOE E MANOR
COMPREHENSIVE SCHOOL
Parsloe's Avenue, Dagenham, Essex
(Roll 1100)
Required from October 1984, an assistant teacher of French Scale 1 to teach the whole of the ability range, Inner London & Social priority schools allowances payable.
Apply in writing immediately to the Headteacher.

Lancashire County Council
An Equal Opportunities employer
Unless otherwise stated, the following are required for 1st January, 1985, and the closing date for all posts is 13th September, 1984.
Secondary Schools
Unless otherwise stated, forms/further details from/to the Headteacher at the school. (SAE please)
MORECAMBE & HEYSHAM MORECAMBE HIGH
Dallam Avenue, Morecambe. (1428 on Roll; 187 in 6th Form)
HEADTEACHER – GROUP 12
Forms/further details from/to District Education Officer, Education Offices, High Street House, High Street, Lancaster. SAE please.
THORNTON CLEVELEYS MILLFIELD COUNTY HIGH
Belvedere Avenue, Thornton Cleveleys. (1060 on Roll)
DEPUTY HEAD – GROUP 10 – RESPONSIBLE FOR CURRICULUM
STAFF DEV.
Re-advertisement
BLACKBURN JOHN RIGBY R.C. HIGH (AIDED)
North Road, Blackburn. (540 on Roll; mixed 11–16)
DEPUTY HEAD – GROUP 9 – SECOND MASTER/MISTRESS
Forms/further details for the above two posts only from/to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. (SAE please).
LANCASTER OUR LADY'S R.C. HIGH (AIDED)
Morecambe Road, Lancaster. (1002 on Roll; mixed 11–16)
SCALE 4 – HEAD OF LANGUAGES
LYTHAM ST. ANNES ST. BEDE'S R.C. HIGH (SPECIAL AGREEMENT)
Talbot Road, Lytham. (614 on Roll)
SCALE 4 – IN CHARGE OF RELIGIOUS EDUCATION
SKELMERSDALE ST. RICHARD'S HIGH (AIDED)
Tanhouse Road, Skelmersdale. (500 on Roll; mixed)
TWO POSTS:
1. SCALE 3 – HEAD OF CHEMISTRY
2. SCALE 3 – HEAD OF RELIGIOUS STUDIES
LANCASTER SKERTON COUNTY SECONDARY
Owen Road, Lancaster. (689 on Roll; 11–16 mixed)
TWO POSTS:
1. SCALE 2 – HEAD OF MUSIC
2. SCALE 2 – HEAD OF GIRLS' P.E.
CARNFORTH COUNTY HIGH
Kellet Road, Carnforth. (931 on Roll; mixed 11–16)
SCALE 2 – HEAD OF COMPUTER STUDIES
LANCASTER THE CASTLE COUNTY SECONDARY
Caug Road, Lancaster. (468 on Roll: 11–16 mixed)
SCALE 2 ESSENTIAL A TEACHER OF INTEGRATED SCIENCE FROM YEARS 1–6, BUT PREFERABLY WITH A BACKGROUND OF CHEMISTRY AND/OR MICRO ELECTRONICS
ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk. (1266 on Roll; mixed)
SCALE 1 – ENGLISH
SKELMERSDALE ST. RICHARD'S R.C. HIGH (AIDED)
Tanhouse Road, Skelmersdale (500 on Roll; mixed)
SCALE 1 – CRAFT, DESIGN AND TECHNOLOGY
Re-advertisement
BLACKBURN SHADSWORTH HIGH
Shadsworth Road, Blackburn. (1129 on Roll; mixed 11–16)
SCALE 1 – TECHNICAL STUDIES
BOWLAND COUNTY SECONDARY
"Riversmead", Grindleton, Nr. Clitheroe. (330 on Roll; mixed)
As soon as possible
SCALE 1 – COMMERCE (INCLUDING CAREERS, ENGLISH AND FRENCH)
HYNDBURN MOUNT CARMEL R.C. HIGH (AIDED)
Frederick Street, Oswaldtwistle, Accrington. (1080 on Roll; 11–18)
1st January 1985, or earlier if possible
SCALE 1 OR 2 (ACCORDING TO EXPERIENCE) – DOMESTIC SCIENCE TO 'A' LEVEL
BURNLEY IVY BANK HIGH
Byron Street, Burnley. (986 on Roll; Co-ed; 11–16)
As soon as possible
TWO POSTS:
1. SCALE 1 – HOME ECONOMICS
2. SCALE 1 – GEOGRAPHY
BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley. (974 on Roll; girls 11–16)
As soon as possible
SCALE 1 – FRENCH
BURNLEY BARDEN HIGH
Heald Road, Burnley. (869 on Roll; Boys 11–16)
As soon as possible
SCALE 1 – MATHEMATICS
Miscellaneous
HIGHFIELD ASSESSMENT CENTRE
Preston. (Roll fluctuates)
SCALE 1 – GENERAL
Forms/further details for this post from/to District Education officer, East Cliff Offices, Preston. (SAE please)

Music
Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD MUSIC SCHOOL
Applications are invited, as soon as possible, from sufficiently qualified and experienced teachers for the newly created post of SENIOR INSTRUMENTAL TEACHER, Scale 3.
The person appointed will operate under the supervision of the Music Adviser and will be expected to encourage and develop the activities of the Enfield Music School, including the day to day organisation and administration of the Borough's instrumental service.
London Allowance £645.
Application forms and details (large SAE), obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XA (08740)
AN EQUAL OPPORTUNITIES EMPLOYER. (08740)

City of Birmingham Education Department
Commerce – Scale 1
George Dixon School, City Road, Birmingham B17 8LF
Tel. 021-420 2444
Teacher for Commerce/Typewriting
Computer Studies – Scale 1/2
Joseph Chamberlain Sixth Form College, Highgate, Birmingham B12 0XS
Tel. 021-440 5191
Computer Studies
Computer Studies – Scale 1
Shenley Court School, Shenley Lane, Birmingham B29 4HE.
Tel. 021-475 5191
Computer Studies
Computer Studies – Scale 2
Cadbury Sixth Form College, Downland Close, Kings Norton, Birmingham B38 8QT.
Tel. 021-458 3898
Computer Studies
Craft – Scale 1
Great Barr School, Aldridge Road, Birmingham B44 8NU.
Tel. 021-360 3588
Teacher for Craft. Ability to teach Metalwork essential.
Tempory post for one year due to secondment.
Craft – Scale 2
28t. Albans C.E. School, Angeling Street, Birmingham B12 0UY.
Tel. 021-440 4034
Teacher for Craft, Design and Technology.
Home Economics – Scale 1
Byng Kenrick Central, Gressel Lane, Birmingham B33 9UF.
Tel.

SECONDARY: MUSIC
Continued

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
MUSIC CENTRE
Queens Road, London E17 8QS
MUSIC ADVISOR: Mr. C. Rouse
REQUIRED FOR SEPTEMBER OR JANUARY
ODOE TEACHER SCALE 1 plus London Allowance.
Applicants should possess a high level of performance and will be expected to teach in both primary and secondary schools. Some general woodwind teaching plus staff concerts in schools is required.
Application forms and further details from the Music Adviser on receipt of S.A.E.
Ref: No: W&/983. 108766)
133822

CORNWALL
CORNWALL COUNTY COUNCIL
County Education Committee
Appointment of Peripatetic Cello Teacher — Scale 1
Required as soon as possible a suitably qualified peripatetic teacher of cello to teach mainly in Comprehensive Schools in North and East Cornwall. In addition the work involves teaching primary school children at Launceston and Saltash area music centres. (Ability also to teach D. Bass to an elementary standard an advantage). Group teaching methods are essential.
There is a considerable amount of orchestral and chamber music playing available in the area.
A car is essential for which a casual users allowance is available. There is a scheme for removal expenses.
Closing date for applications: As soon as possible.
Application form and further details are available from Mr. James Sargent, Senior County Music Adviser, Polventer, County Hall, Truro, Cornwall, TR1 3AG.
TES133822

Pastoral

Scale 2 Posts and above

SUFFOLK
COUNTY COUNCIL

REYDON HIGH SCHOOL
Wangford Road, Reydon, Southwold IP18 6PA
(11 - 16 mixed comprehensive: 388 on roll)

HEAD OF YEAR 8
required for Sep 5 and teach Mathematics. Teaching Drawing and some P.E. Experience with SMP and interest in the less able essential.

Application forms and further details available from the Headteacher at the school (s.a.e.), to whom they should be returned as soon as possible. (087582) 134020

Physical Education

Scale 2 Posts and above

WEST SUSSEX
DOWNLANDS SCHOOL
Dale Avenue, Hassocks, West Sussex BN6 8LP
11 - 16 Mixed Comp. NOR 980
Required for January 1985, a Teacher-in-Charge of Girls P.E. and Games (Scale 2) to join a thriving department. All round ability in major games.
Application form and further details from Headmaster on receipt of S.A.E. (08954) 134220

Scale 1 Posts

AVON COUNTY
MONKS PARK SCHOOL
Filton Road, Bristol BS7 0XZ
(mixed comprehensive, Roll: 1330 - inc 140 in 6th Form)
Required for September 1984 or January 1985, teacher of Girls' PE. An interest in netball and outdoor pursuits an advantage.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (08956) 134218

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

MOAT COMMUNITY COLLEGE
Maidstones Road, Leicester
Tel: Leicester (0533) 28705
11 - 16 Comprehensive
Roll 1157
SCALE 1 GIRLS' P.E.
Teacher of Girls' P.E. required immediately at this new multi-ethnic school of 900 mixed ability opportunity for involvement with supportive community sports groups.
Please phone Principal for summary sheet and further details.
Apply immediately (C.V.) with full particulars and names and addresses of two referees to the Head. (08958) 134222

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6
9LR
(Independent, HMC, 1000 boys)
Wanted for the Autumn Term 1984 a qualified specialist to teach Physical Education and Games. Candidates should be able to coach Rugby football.
The appointment could be extended for the remainder of the School year or converted into a permanent post.
Salary Burnham on scale appropriate to experience, plus London Allowance. Bachelor accommodation might be available during term time.
Applications together with full curriculum vitae and the names of two referees to The Handmaster, Latymer Upper School, King Street, London W6 9LR. (08911) 134229

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
BIRNDE HOUSE SCHOOL
Shiregreen Lane, Sheffield S5 6AG
Required for September a teacher of PE able to contribute to a variety of curricular and sporting activities.
Applications by letter including details of relevant experience, special interests and qualifications and should reach the Headteacher by THURSDAY, 6TH SEPTEMBER. (08756) 134222

SOLIHULL
EDUCATION COMMITTEE
SIMON DIGBY SCHOOL
Partridge Close, Chelmsley Wood, Birmingham
TEACHER OF BOYS P.E.
SCALE 1
Required for September 1984 in this 11 - 16 all ability school for one year only, initially.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (08764) 134222

SOMERSET
PRESTON SCHOOL
Yeovil
(11 - 16 mixed comprehensive 1077)
Required as soon as possible - teacher of Girls' Physical Education. Scale 1. An interest in Hockey would be preferable.
Applications by letter in the first instance, enclosing curriculum vitae, to 1984. (08704) 134222

Science

Heads of Department

BRENT
LONDON BOROUGH OF BRENT
WITLESDEN HIGH (MIXED) SCHOOL
Dyne Gardens, NW10 3ST
(Roll: 775. 11 - 18 Social Priority School)
Required from January HEAD of CHEMISTRY (Scale 3). Also for one year to be Co-ordinator in the Maths, Science, Craft, Design and Technology Faculty. Experienced and enthusiastic teacher needed to teach Chemistry to University entrance level and contribute to the planning and teaching of Integrated Science in Years 1 - 3. The postholder will also liaise and co-ordinate with other subjects in the faculty, having particular oversight for the faculty's offering to one year group, Mathematics, Science and Craft, Design and Technology are studies taken by all pupils in Years 1 - 3.
Required from January 1 An enthusiastic and qualified TEACHER is required to teach CHEMISTRY to all levels, including 'A' level. The successful candidate will also be expected to teach integrated Science in Years 1 - 3. A Scale 2 post is available for a suitably experienced teacher.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head teacher returnable within 10 days. (08938) 134822

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW9
Ethnically mixed, co-educational comprehensive school situated in pleasant parkland. (Roll: 835, 11 - 18). It is committed to Borough initiatives in multi-cultural and equal opportunities education and the successful candidate is likely to have such interests in his/her teaching philosophy.
Required as soon as possible - Part-time TEACHER (0.5), capable of teaching BIOLOGY to at least 'O' Level standard, and possibly some Integrated Science to CSE level: Monday afternoons and Thursday mornings (Scale 1).
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Brent is an equal opportunities employer.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (08941) 134822

ESSEX
ST JOHN PAYNE COMPREHENSIVE
Chigwell Drive, Basildon
(Roll 1000 plus)
Tel: (0268) 28442
SCIENCE TEACHER Scale 1
Re-Advertisement
Urgently required. Basically Physics and General Science.
Applications in writing giving c.v. and names of two referees to the Headteacher at the school s.a.e.p. (foolscap s.e.e. please). (08983) 134822

HERTFORDSHIRE
VERULAM SCHOOL
Brampton Road, St Albans, Herts.
Tel: St Albans 54576
Headmaster Mr M.C. Morgan
Required for September 1984 or January 1985, Teacher of Physics/Chemistry/Physical Science (Scale 1 to 'O' level) and also Junior Combined Science. Ability to help with games would be welcome.
Applications together with c.v. and names and addresses of two referees to Headmaster as soon as possible. (08795) 134826

HOUNSLOW
ST MARK'S CATHOLIC SCHOOL
106 Bath Road, Hounslow, Middx. TW3 3LS
Headteacher: Mr P.R. Topp, M.A. (Cantab)
11 - 18 plus Co-educational Comprehensive School
Teacher of Biology Scale 1 required initially for one term to begin as soon as possible. Teaching will cover the full range of ages and ability.
Apply in writing to the Headteacher, giving the names of two referees.
CLOSING DATE: Within 7 days.
LONDON ALLOWANCE PAYABLE £645
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (09504) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, BR8 7TE
Tel: Swanley 65431
An established large comprehensive school with a full range intake, mixed, 11 - 18. London Fringe Allowance. Required in SEPTEMBER for one year a teacher of science and remedial mathematics to small withdrawal groups, age range 11 - 13 year olds.
Apply immediately by letter or telephone to the Headmaster. (08980) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANSCOMBE DIVISION
SWANSCOMBE SCHOOL
Swanscombe Street, Swanscombe DA10 0BQ
Teacher for Science (mainly Chemistry) required September. Scale 2 possible for suitable candidate. Fringe Allowance.
Applications with full details to the Headmaster as soon as possible.

MAIDSTONE DIVISION
CHATHAM BOROUGH MANOR SCHOOL
Boughton Lane, Maidstone ME15 9QS
(Mixed Roll 1150)
Required - January, 1985, an enthusiastic and well qualified science teachers for the following posts:-
1. Teacher to be responsible for the Biology curriculum to C.S.E. and 'O' level and to share in the teaching of Integrated and Combined Science. Scale 2 post available for suitable applicant.
2. Teacher of Physical Science to C.S.E. level and to share in the teaching of Integrated and Combined Science. Good laboratory facilities available.
Application together with C.V. and names of two professional referees to the school. (SAE). (08851)134820

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
ST GREGORY'S HIGH (MIXED) SCHOOL
Donnington Road, Kenton, Harrow HA3 0NB
(Roll: 1024, 11 - 18)
Required as soon as possible in this R.C. Comprehensive School, a suitably qualified TEACHER to assist in the Science Department teaching CHEMISTRY to 'O' and 'A' Level and INTEGRATED SCIENCE in the Lower School. School has six well equipped laboratories. Scale 1 post.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head teacher returnable within 10 days. (08938) 134822

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH (MIXED) SCHOOL
Parkside, NW9
Ethnically mixed, co-educational comprehensive school situated in pleasant parkland. (Roll: 835, 11 - 18). It is committed to Borough initiatives in multi-cultural and equal opportunities education and the successful candidate is likely to have such interests in his/her teaching philosophy.
Required as soon as possible - Part-time TEACHER (0.5), capable of teaching BIOLOGY to at least 'O' Level standard, and possibly some Integrated Science to CSE level: Monday afternoons and Thursday mornings (Scale 1).
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Brent is an equal opportunities employer.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (08941) 134822

ESSEX
ST JOHN PAYNE COMPREHENSIVE
Chigwell Drive, Basildon
(Roll 1000 plus)
Tel: (0268) 28442
SCIENCE TEACHER Scale 1
Re-Advertisement
Urgently required. Basically Physics and General Science.
Applications in writing giving c.v. and names of two referees to the Headteacher at the school s.a.e.p. (foolscap s.e.e. please). (08983) 134822

HERTFORDSHIRE
VERULAM SCHOOL
Brampton Road, St Albans, Herts.
Tel: St Albans 54576
Headmaster Mr M.C. Morgan
Required for September 1984 or January 1985, Teacher of Physics/Chemistry/Physical Science (Scale 1 to 'O' level) and also Junior Combined Science. Ability to help with games would be welcome.
Applications together with c.v. and names and addresses of two referees to Headmaster as soon as possible. (08795) 134826

HOUNSLOW
ST MARK'S CATHOLIC SCHOOL
106 Bath Road, Hounslow, Middx. TW3 3LS
Headteacher: Mr P.R. Topp, M.A. (Cantab)
11 - 18 plus Co-educational Comprehensive School
Teacher of Biology Scale 1 required initially for one term to begin as soon as possible. Teaching will cover the full range of ages and ability.
Apply in writing to the Headteacher, giving the names of two referees.
CLOSING DATE: Within 7 days.
LONDON ALLOWANCE PAYABLE £645
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (09504) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Swanley, BR8 7TE
Tel: Swanley 65431
An established large comprehensive school with a full range intake, mixed, 11 - 18. London Fringe Allowance. Required in SEPTEMBER for one year a teacher of science and remedial mathematics to small withdrawal groups, age range 11 - 13 year olds.
Apply immediately by letter or telephone to the Headmaster. (08980) 134822

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EQUAL OPPORTUNITIES DEPARTMENT
LOSTOCK SECONDARY SCHOOL
Selby Road, Lostock, Stretford
Tel: 061-865 6215
SCIENCE/PHYSICS SCALE 1
TEACHER
Required September 1984 for 1 term or 1 year, if possible, vacancy due to bereavement of postholder.
Applicants should telephone the Headmaster at the school as soon as possible. (08899) 134822

Social Studies

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
ECCLESFIELD SCHOOL
Ecclesfield, Sheffield S30 3WD
Required for 1st October 1984, a temporary Teacher/Head of Sociology to 'A' level, with some 'O' level/CSE Economics and B.E.C. work.
There may be a scale 2 post available for a suitably qualified and experienced teacher. Shortlisted candidates will be given ample opportunity to assess the work involved.
Applications by letter giving full c.v. and names of two referees to the Headteacher.
Closing date 7th September. (08759) 135020

Scale 1 Posts

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Gebert
Number on roll: 1800
TEACHER OF SOCIAL STUDIES Scale 1
Required as soon as possible.
For the Upper School (Years 4 - 7). Subject is part of core in Years 4/5. Ability to help in other subject areas in options. Desirable, e.g. P.E./Maths/Geog/Physics/Business Studies.
Apply direct to the Headmaster giving a brief curriculum vitae and the names of two referees.
London Allowance: £987.
Director of Education, 379/383 High Street, Stratford, London E15 4RD.
An Equal Opportunity Employer. (08972) 135092

Other than by Subject Classification

Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
BISHOP BARRINGTON SCHOOL
Bishop Auckland
11 - 18 years 1100 on roll
HOME ECONOMICS/CRAFTS AND ART - Salary Scale 2
Well qualified and experienced teacher required, for January, 1985 to teach Home Economics to GCE 'A' Level and have responsibility for Lower School Crafts.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 14th September, 1984. (08156) 135060

Special Education

Heads of Department

WEST YORKSHIRE
Residential School for boys with Special Needs
See Block Advert. (08786) 160018

Scale 2 Posts and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
WESTFIELD SCHOOL
Westfield Walk, Leominster, Herefordshire HR6 8HD
Required January, 1985 - experienced teacher to work with a class of young severely multiply handicapped children. An ability to develop individual structured programmes is essential and familiarity with the Derbyshire Language Scheme and Makaton an advantage. Possibility of Scale 2B for suitability experienced and qualified applicant.
Further details and application forms available from the Headteacher on receipt of a foolscap s.a.e. (08775) 160020

HERTFORDSHIRE
MENTMORE SCHOOL
Townsend Drive, St Albans
SPECIALIST MATHEMATICS TEACHER (SEN)
Required for January 1985. The school caters for girls with emotional and behavioural problems of secondary school age. In addition to qualifications in mathematics, candidates who hold a specialist qualification in special education and/or good working knowledge of the BBC computer will be an advantage.
The school is residential and some extraneous duties will be part of the contract. There is a house available within the grounds.
For further details apply to the Headmaster, with sae. (08870) 160030

BELFAST EDUCATION AND LIBRARY BOARD
Applications are invited for the position of

VICE-PRINCIPAL

FLEMING FULTON SCHOOL
. . . Special School Group 9(S)
Upper Malone Road, Belfast BT9

In the year ending 31 December 1983 the average daily enrolment was 213.
Fleming Fulton is a school for severely handicapped children. It has a nursery unit, a primary department for pupils aged 5–11 and a secondary department for pupils aged 11–18. The majority of pupils attend on a daily basis but boarding facilities are provided for approximately 35 pupils.
Applicants must be qualified teachers with substantial teaching experience in the field of special education, and must hold a senior post of responsibility in an educational establishment.
Preference may be given to applicants who have additional academic qualifications in the field of special education and experience of teaching at both primary and post primary levels.
Application forms and further information are available at the Board Headquarters or will be sent on receipt of a large stamped addressed envelope.
Completed applications must reach Board Headquarters (Room 22), 40 Academy Street, Belfast BT1 2NQ, not later than 12.00 noon on MONDAY, 17 SEPTEMBER 1984.
CANVASSING WILL DISQUALIFY

Lancashire County Council

The following two posts are required for 1st January, 1985, and the closing date for both is 13th September, 1984.

Re-advertisement
NELSON TOWNHOUSE SPECIAL (ESN (S)) NELSON. (53 on Roll)
DEPUTY HEADTEACHER – GROUP 5 (S)
Forms/further details regarding this post from/to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. SAE please.

LANCASTER SCOTFORTH HOUSE CENTRE
LANCASTER.
INFANT – LOWER PRIMARY SCHOOL EXPERIENCE SCALE 1 + Special Schools Allowance
Forms/further details for this post only from District Education Officer, District Education Offices, High Street House, Lancaster. SEA please. (3902)

WEST YORKSHIRE
WILLIAM HENRY SMITH SCHOOL

This non-maintained residential special school for boys with special educational needs (emotional and behavioural problems in the age range 11-17 years) has recently re-organised its senior management structure and is looking for qualified and experienced persons to lead, organise, support and develop the structure and is looking for qualified and experienced persons to lead, organise, support and develop the existing team of residential care officers and teachers.
We place great importance on conformity and structure, therefore, the successful applicants should be in sympathy with this approach.

HEAD OF CARE
(Re-granted post)
Salary:
(superannuable under Local Government scheme) will be on the scale £8,712 to £10,539. The entry point is dependent upon qualifications and experience
HEAD OF EDUCATION
(Re-advertised post)
Salary:
will be commensurate with Deputy Head (40) Scale 4 to £10,726.
Additional duties, with nationally agreed allowance, are available to suitably experienced candidates.
Qualifications:
successful candidates must possess appropriate qualifications complied with wide relevant experience
ACCOMMODATION:
The post of Head of Care is resident, though it is not deemed necessary for the Head of Education to be resident.
The following accommodation is currently available:-
Single person – small flat, comprising of lounge, bedroom, kitchen, bathroom and toilet.
Married person – 2 bedroomed, centrally heated, semi-detached house in the grounds.
2/3 bedroomed flat within the main building.
Further details and application forms can be obtained from The Headmaster, William Henry Smith School, Boothroyd, Brighouse, West Yorkshire, HD6 2JW.

APPOINTMENTS IN SCOTLAND

CENTRAL REGIONAL COUNCIL
Education Department

RECTOR
McLaren High School, Callander
Responsibility Payment £8,162
McLaren High School is a six year all-through Comprehensive School.
The roll of the school is currently 752, application form and further details see below.

PRINCIPAL TEACHER OF ENGLISH
St. Modans High School, Stirling
(Tel: Stirling 70962)
Responsibility payment £2,952

Re-Advertisements
PRINCIPAL TEACHER OF ENGLISH
St. Mungos High School, Falkirk
(Tel: Falkirk 28416)
Responsibility payment £2,796.

PRINCIPAL TEACHER OF HOME ECONOMICS
St. Mungos High School, Falkirk
(Tel: Falkirk 28416)
Responsibility payment £2,796.

Further details are available from the Rector of the Schools.
Applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.
Candidates will require to be aproved by the Roman Catholic Church Representative.
Application forms for all posts are available from the Director of Education, Room 205, Central Regional Council, Viewforth, Stirling, to whom they should be returned not later than Monday 24th September, 1984.
(1374)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted post.

			Responsibility Allowances
		NURSERY	
HEAD TEACHER	Reference C	Mayfield Nursery School	£1677
		SECONDARY	
ASSISTANT PRINCIPAL TEACHER	Reference D	Armadale Academy – Guidance	subject to review
	Reference D	St Mary's Academy – guidance (2 posts)	£1194
TEACHER	Reference A	Knox Academy – Remedial Education	
	Reference D	Craigshill High School – Music	

Salaries will be in accordance with the current Scottish Teachers' Salaries memorandum.
Housing may be available for the posts in West Lothian Division. Further information may be obtained from the Division Education Officer.
Candidates should specify for which posts they wish to apply.
For post marked Reference A:- Divisional Education Officer, East Lothian Division, Council Buildings, Court Street, HADDINGTON, East Lothian EH41 3HA.
For post marked reference C:- Divisional Education Officer, Midlothian Division, 40 Torphichen Street, EDINBURGH EH3 8JJ.
For Posts marked reference D:- Divisional Education Officer, West Lothian Division, 69/81 High Street, LINLITHGOW, West Lothian EH49 7HB.
Closing date for applications is 14 September 1984.

SECONDARY SCHOOLS
PROMOTED POST

ASSISTANT PRINCIPAL TEACHER OF TECHNICAL EDUCATION — HAWICK HIGH SCHOOL Roll 1344 — Responsibility payment £1,848 p.a.

TEACHING POST
BUSINESS STUDIES — HAWICK HIGH SCHOOL

Closing date 14 September, 1984.

TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

Applications are invited from registered teachers qualified in Business Studies or Physics/Electronics for permanent posts in this important educational innovation.
Successful candidates will have the opportunity to participate fully in the development of the initiative. To support teachers in their work, an intensive programme of staff development is proposed which will encompass both subject-specific concerns, and skills in the management of innovation.
Closing date: 14 September 1984.

TEACHER OF ADULT HANDICAPPED

£7,986–£10,681 (pro rata)

Registered Teacher required for part-time* post (0.5 FTE) at Lanark Lodge, Duns. Experience with handicapped desirable but not essential.
Closing date: 14 September, 1984.
Application forms can be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters.
(3898)

REGIONAL COUNCIL **Borders**

ST ANDREW'S COLLEGE OF EDUCATION
"NEW BLOOD APPOINTMENT"

LECTURER IN INFORMATION TECHNOLOGY

(RE-ADVERTISEMENT)

Applicants should have a degree level qualification in Computing or Information Technology. Experience of business applications and data-base management systems is essential.
The successful candidates will be expected to contribute to pre-service courses in I.T. The post offers considerable scope for research and development work as a major contribution will be expected to a college-wide initiative promoting the application and relevance of I.T. to education.
The ability to work in a team is essential and a teaching qualification would also be an advantage.
The appointment will take effect from a date to be negotiated. The salary scale is £8,688 to £13,716 per annum.
Application forms and further information from the Principal's Secretary Tel: 041 943 1424 to be returned by 14th September, 1984.
(1847)

FIFE REGIONAL COUNCIL
Education Committee

KIRKCALDY COLLEGE OF TECHNOLOGY
Department of Engineering

LECTURER 'A' IN MINING, QUARRYING AND PETROLEUM ENGINEERING

Applications are invited from persons holding a Degree in Mining, Quarrying and Petroleum Engineering, preferably at Honours level. Full-time teaching or research work in a college or University environment and suitable experience in industry are desirable.
The person appointed will be teaching a full range of related subjects.
SALARY RANGE: £8,688 to £12,777 (bar to £13,716) with placing according to qualifications and experience.
In-Service Teacher Training may be arranged if necessary.
Application Forms, which should be returned by 14th September, 1984, can be obtained from the Director of Education, Wemyssfield, Kirkcaldy.

FIFE REGIONAL COUNCIL
Education Committee

KIRKCALDY COLLEGE OF TECHNOLOGY
Department of Engineering

LECTURER 'A' in Mining, Quarrying and Petroleum Engineering

Applications are invited from persons holding a degree in mining, quarrying and Petroleum engineering, preferably at Honours level. Full-time teaching or research work in a College or University environment and suitable experience in industry are desirable.
The person appointed will be teaching a full range of related subjects.
Salary range: £8,688 to £12,777 (Bar to £13,716) with placing according to qualifications and experience.
In-Service Teacher training may be arranged, if necessary.
Application form, which should be returned by 14th September, 1984, can be obtained from the Director of Education, Regional Offices, Wemyssfield, Kirkcaldy.
(1370)

ABERDEEN COLLEGE OF EDUCATION

RESEARCH OFFICER

Applications are invited for the post of full-time Research Officer in Business Studies. The successful applicant will be the full-time member of a team which will produce and evaluate assessment materials and procedures for Standard Grade Business Studies.
Candidates must be fully registered Graduate Teachers on Salary Scale (£7,500–£11,928). The post is for two years; it may be possible to arrange secondment from employers.
Forms of application must be returned to the College Secretary, Aberdeen College of Education, Hilton Place, Aberdeen AB9 1FA not later than Tuesday, 4th September 1984.
(1362)

THE HIGH SCHOOL OF GLASGOW

Teacher of Computer Studies

Applications are invited for the post of teacher of Computer Studies from 22nd October 1984.

Teacher of Economics

Applications are invited for the post of teacher of economics from 22nd October 1984. The successful applicant will be required to teach another subject or the post could be part-time.
For both posts willingness to assist with games or extra-curricular activities would be an advantage.
applications by Monday 10th September with curriculum vitae and the names of two referees to the rector, The High School of Glasgow, 637 Crow Road, Glasgow G13 1PL, from whom further details may be obtained. (3895)

To place your Scottish appointments please ring Joan Snadden on 031-225 6875

SPECIAL EDUCATION
continued

SEFTON
METROPOLITAN SOROUGH OF SEFTON
EDUCATION COMMITTEE
ONE Special Assessment Teacher (Scale 3a) required as soon as possible.
Assessment for pre-school children with severe learning difficulties and/or multiple handicaps. An interest in language communication skills would be an advantage.
Application forms and further details, upon receipt of S.A.e from Chief Education Officer, Town Hall, Bootle, Merseyside L20 7AH.
Closing date: 14TH SEPTEMBER 1984. (09811) 160090

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
FAIRFAX UPPER SCHOOL
Required as soon as possible, a teacher of Mathematics. This is a temporary appointment for one year to replace a member of staff on secondment. The post would suit a teacher with training in working with pupils with Special Educational Needs or a Mathematics graduate.
Fairfax School is Bradford's Community Special School. In addition to pupils 13 - 16 the school has a large involvement of adult students through the Open Education programme and integrates physically-handicapped students. Pupils are of a multi-ethnic school.
Further details and application forms may be obtained from The Principal, Fairfax School, Lapage Avenue, Bradford Bd4 7QT (see please) to whom completed forms should be returned by 12 September 1984.
Reference ET 7348/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (09846) 160022

CUMBRIA
UNDERLEY HALL SCHOOL
Kirkby Lonsdale, Cumbria
Co-Principals: D.W. Cooper and J.L. Turner
This well established independent boarding special school for 50 boys who are maladjusted or have a severe ability with conduct and/or behaviour disorders to a degrees of emotional disturbance which have led to a need for residential placement is seeking a teacher.
The successful candidate will be required to teach a class of about eight boys. An enthusiastic general subjects teacher is therefore sought, with additional experience/interest in Design and Craft or Motor-cycle Maintenance.
Workshop facilities and equipment to develop these subjects as part of the skills curriculum of the school are available. Salary will be in accordance with Burnham Scale for special schools Scale 1.
A non-superannuable allowance of £2,000 p.a. will be paid in return for strenuous duties including fifteen hours per week in term time. The post is non-residential.
The school is favourably situated in thirty one acres of field and woodland with good access to the Yorkshire Dales and the Lake District.
Apply immediately by letter to the Co-Principals giving full curriculum vitae and naming two referees. For further information telephone the School.
Underley Hall School, Kirkby Lonsdale, via Carnforth, Lancashire LA6 2HE. Tel: Kirkby Lonsdale (04681 71206. (09891) 160022

SPECIAL EDUCATION
continued

HAMPSHIRE

COXLEASE SCHOOL
Clay Hill, Lyndhurst
Tel: Lyndhurst 2633
Required 1st October or as soon as possible. Teacher for General Subjects together with Games/P.E.

The post would be suitable for first post applicants wishing to enter Special Education.

Coxlease is an Independent Residential Special School catering for 40 plus secondary aged boys, and is approved by the Department of Education & Science.

The post is non resident. S.A.E. to Joint Principals for forms. (08965) 160022

HAVERING

LONDON BOROUGH OF HAVERING
RAVENSBOURNE SCHOOL
Nonve Crescent, Harold Hill, Romford RM3 0JA
School for children with severe learning difficulties (Split 107 Mixed)
Tel: Ingrebourne 41800
Headteacher: C.J. Thomas
Temporary teacher, scale 1, required from January half-term to work with senior age children as part of team, whilst the present postholder is on Maternity Leave.

Further information available by telephone from the Headteacher.

Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, Essex RM1 3DR. (08749) 160032

HEREFORD AND WORCESTER
COUNTY COUNCIL

STOURMINSTER SCHOOL
Comberton Road,
Kidderminster, Worcs.
DY10 3DX

Required for January, 1985:

1. Trained Teacher to take a class of children with Special Learning Difficulties. Age Range 9 - 10 year olds.

2. A First School Trained Teacher to take a Class of 17 children with Special Learning Difficulties.

Age range 7 - 8 year olds.

A qualification and experience in Special Education desirable but not

have a keen interest in the education of children with Special Educational needs.

Salary Scale plus Special Schools Allowance.

Further details and application forms can be obtained from the Headteacher on receipt of a foolscap S.A.E. (08715) 160022

HOUNSLOW

CHILD AND ADOLESCENT PSYCHIATRIC DAY UNIT
West Middlesex University Hospital, Twickenham Road, Isleworth, Middx.

TEACHER REQUIRED: SCALE 1 plus SPECIAL SCHOOLS ALLOWANCE.

Arising out of the secondment of a member of staff, a teacher is needed for one year with effect from September 1984.

The successful candidate would be able to work with a lively, multi-disciplinary, empathic team of medical/psychiatric, para-medical and support staff, as well as with education units - mainstream schools and units for disturbed children and/or training in the educational treatment of small groups of disturbed and disturbing youngsters may be advantageous. An interest in working with families may also be useful.

The pupils are drawn mainly from primary and secondary schools and may be in need of remedial help across the ability range.

Application forms and further details may be obtained from The Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PAYE8A) to whom they should be returned within 10 days.

LONDON ALLOWANCE: £685 p.a.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (08518) 160022

Independent Schools

Headships

ESSEX

Headship required for September 1984. Independent Co-educational Day School for 150 pupils to 'O' level.

Application and c.v. to The Secretary, Raphael School, 55 Junction Road, Romford, Essex RM1 4QS. (08680)

Craft, Design & Technology

Other Assistants

HAMPSHIRE

BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Coeducational 13 - 18 Boarding
CDT: Design and Technology to 'O' and 'A' level throughout the complete age range 13 - 18 for one year from September 1984.

Applications, to include qualifications, experience and names of three referees, are welcomed by the Headmaster. (08763) 159184

Economics

Other Assistants

FIFE

ST LEONARDS SCHOOL
St Andrews, Fife

Required in September 1984, Honours graduate to teach Economics to 'A' Level standard and with a second subject, possibly Business Studies. Burnham salary scale; government superannuation. Residential or non-residential.

Please apply to the Headmistress with curriculum vitae and the names of two referees. (08518) 160022

SURREY

WOLDINGHAM SCHOOL
Marden Park, Woldingham, Surrey CR3 7YA
(25 mins. by train from Victoria)
400 girls - 100 Sixth Form
Required September 1984. Graduate to teach A level ECONOMICS. Part time post (.5). Burnham rate.

Apply to the Headmistress, with c.v. and names and addresses of two referees. (08524) 159224

SURREY

ROYAL NAVAL SCHOOL
Haslemere GU26 1HQ
(ISA 300 girls)
ECONOMICS GRADUATE
Required (due to maternity leaves) from 29th October 1984, or possibly 7th January 1985 to teach 'O' and 'A' Level Economics (London Board) until 11th July 1985. Temporary post. 24 periods per week. Burnham Scale 3.

Apply with full curriculum vitae and names and addresses of 2 referees to Headmistress. (08760) 159224

Other Assistants

EAST SUSSEX

BUCKSWOOD GRANGE
We wish to appoint a Maths/Physics teacher to 'O' level. Ability to offer Computer Studies would be a distinct advantage.

This post offers an opportunity to play an active role in a small boarding school and is to be taken up in January 1985 or before.

Please apply with a CV and the names of not less than two referees to The Director of Studies, Buckswood Grange, Guestling, Hastings, East Sussex. (08719) 159424

By Subject Classification

Arts and Design

Other Assistants

KENT

BENGEBURY SCHOOL
Requires as soon as possible, a fully qualified and preferably experienced teacher of ART and CERAMICS who will be expected to teach throughout the school to GCE 'O' and 'A' level. Resident post preferred. Burnham Salary according to qualifications and experience. Bedgebury is an Independent Public School for 370 girls of whom 60% are boarders and the remainder day girls.

Letters of application, including full curriculum vitae and names and addresses of two referees should be sent by the 12th September to the Headmaster, Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH. interviews mid-September. (08751) 161224

Computer Studies

Other Assistants

ESSEX

COMPUTER INSTRUCTOR
Required from September/October 1984 for boys of 9 - 11 years, 3.45 - 4.45 p.m.

Apply: The Dalglen School, 68 Palmerston Road, Buckhurst Hill, Essex IG9 5LG. (08900) 160024

English

Other Assistants

BOURNEMOUTH

PORTA VIA HOUSE SCHOOL
4 St. Stephen's Road,
Bournemouth, Dorset BH2 6JJ
REQUIRED Autumn Term, 1984, qualified ENGLISH Teacher. Language and literature. Single accommodation available.

Write, sending C.V. to The Principal. (09131) 162424

Geography

Other Assistants

LONDON

HAZELHURST SCHOOL FOR GIRLS
Queen's Road,
Wimbledon, SW19 8LR
Required for November 1984 or earlier, suitably qualified and experienced teacher of Geography to O-Level able to offer R.S. to junior forms. Part-time post (0.7 or 0.8) own salary scale. Burnham superannuation.

Apply in own handwriting with names and addresses of 2 referees to the Principal. (09515) 162624

History

Other Assistants

SUTTON

SURREY
Full time or part-time teachers. History/English required September.

Details from Stowford College, 95 Brighton Road, Sutton, Surrey. Tel: 01-661 9444. (09545) 162824

Modern Languages

Other Assistants

MIDDLESEX

ST. DAVID'S SCHOOL
Church Road, Ashford, Middlesex (annual) Need a fully qualified graduate to share teaching French throughout this girls day and boarding school.

Apply in writing to the Head Mistress with full curriculum vitae mentioning any other languages offered and giving the names and addresses of 2 referees. (08966) 163594

Music

Other Assistants

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 560 girls
Part-time peripatetic Music teachers required in September to join a lively and progressing department. PIANO (1½ days initially) and CLARINET (½ day initially - possibly more if SAXAPHONE can also be offered). Willingness to be involved in the wider musical life of the school would be an advantage.

Apply in writing, giving curriculum vitae and names and addresses of two referees to the Headmistress, 78 Croham Hurst, South Croydon CR2 7YN. Candidates will be called for interview very early in September. (08792) 163824

Pastoral

Other Assistants

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe,
Buckinghamshire
Required for January 1985, a resident Upper Sixth House Tutor in predominantly House of approximately 75 girls. There is a House Tutor in charge and the responsibility for pastoral welfare of the girls of 11 - 18 years is shared. It is hoped that the person appointed would teach a limited time-table and have some contribution to make in some area of school life. It would suit either a single person or a married couple. Salary depends on experience but would be Scale 1 II, with a responsibility allowance.

Please apply with names of two referees to the Headmistress. (08718) 164024

DEVON

BISHOPHILL COLLEGE
Bideford, Devon
A Housemaster is required in September 1984 or as soon as possible thereafter to share with his wife in the pastoral care of the Co-educational Preparatory Department. The Housemaster is also required to take charge of boys' games and craft. This is at present a non-teaching post.

Applicants should have a general love for children and an acceptance of Christian faith.

Applications should be made in writing to the Headmistress giving names and addresses of two referees. (08519) 164024

Physical Education

Other Assistants

LONDON W6

LATYMER UPPER SCHOOL
King Street, London W6 9LR

(Independent, HMC, 1000 boys)

Wanted for the Autumn Term 1984 a qualified specialist to teach Physical Education and Games. Candidates should be able to coach Rugby football.

The appointment could be extended for the remainder of the School year or converted into a permanent post.

Salary Burnham on scale appropriate to experience, plus London Allowance. Bachelor accommodation might be available during term time.

Applications together with full curriculum vitae and the names of two referees to The Headmaster, Latymer Upper School, King Street, London W6 9LR. (09515) 164224

WORCESTERSHIRE

Qualified help with Girls Games and P.E. required six days a week in Bromsgrove School (four sessions Lower School, two Upper).

For further details please phone the Headmaster, C.C. Page, (Bromsgrove (05972) 74496) Bromsgrove Lower School, Cobham House, Worcester Road, Bromsgrove, Worcs., to whom applications with C.V. should be made. (08709)

Science

Other Assistants

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP

There will be a vacancy in September or October 1984 for a temporary teacher of Physics.

Full curricula vitae, together with the names of two referees, should be sent to the Headmaster as soon as possible. (08907) 164824

SHERBORNE SCHOOL FOR GIRLS
DORSET

requires a

HOUSEMISTRESS

The post involves taking charge of a boarding house of approximately 45 girls, and also some teaching. Salary Scale 3 Burnham. Date of appointment is January 1985.

Apply in writing to the Headmistress, giving details of age, qualifications, experience and teaching subjects, together with the names, addresses and telephone numbers of two referees.

NB. (For this advert, we have exemption under Section 73E of Equal Opportunities Act in that it is a resident post and the person appointed will have direct and close contact with the girls in her charge.)

Sherborne School for Girls
DORSET

Required in January 1985 qualified

TEACHER
for full-time
DRAMA
post.

Teaching will be throughout the school including sixth form work.

Apply in writing to the Headmistress, giving details of qualifications and experience with the names and addresses of two referees.

ST. JAMES' SCHOOL, GRIMSBY
An Associated school of the Woodard Corporation

Appointment of Head

Applications are invited from committed communicant members of the Church of England with suitable qualifications and experience to take up the post of Head by or before Easter 1985.

St. James' School was founded in 1860 as the Choir School of Grimsby Parish Church and the choristers are still drawn from its boys. It is a co-educational school of 220 pupils ranging in age from 4-18. There are three boarding houses. O and A level courses are offered up to University entrance.

Further details from the Secretary to the Governors, St. James' House, St. James' Square, Grimsby DN31 1EP. Tel: (0472) 58810.

Closing date for applications first post Friday 28th September, 1984. (1368)

Sherbourne School for Girls
DORSET

Required in January 1985 honours graduate to teach

MATHEMATICS

up to A-level and University Entrance standard.

Apply in writing to the Headmistress giving details of qualifications and experience, with the names and addresses of two referees.

INDEPENDENT EDUCATION
continued

Other than by Subject Classification

Other Assistants

LONDON WC1

Required experienced tutors for 5'7" & 5'9" posts to teach 'O' level English Lang., Computer Studies, Accounts, Commerce, and 'O' and 'A' level Economics, Physics and Chemistry.

Further details please write to the Principal enclosing Curriculum Vitae. Central G.C.E. Tutorial College, 8 Harbrand St., London WC1. 01-278 6698 (opposite Russell Square Station). (08516) 165694

MASTER/MIS requiring posts in independent schools. Should write with s.a.e. Sec. P.L.S., Pool Cottage, Montfieldes Road, Billingshurst, Sussex, (06965) 165624

WORCESTER

THE ALICE OTTLEY SCHOOL
Worcester

Required for January 1985 experienced Geography to teach general form subjects mainly to the 10 year old range. Strong Mathematics preferred. Burnham Scale. Government Superannuation Scheme.

Please apply to the Headmistress enclosing curriculum vitae, names and addresses of two referees, and stating the subjects taught. (08790) 165694

Preparatory Schools

By Subject Classification

Music

Other Assistants

WARWICKSHIRE

ROMSEFIELD SCHOOL
Bilton Grange, Dunchurch, Nr. Rugby CV22 6QT
Mixed Pre Prep. Girls prep. 8 - 13 plus.
L.A.P.S. (Part Boarding)
Required for September 1984: Resident teacher of piano to teach pupils at Lower Associated Board Grades (or early grades in Flute/Classical Guitar).

Help with Games and resident duties also essential. (08857) 205624

Other than by Subject Classification

Other Assistants

LONDON N16

YESODEY HATORAH SCHOOL

Teacher of general subjects required for class of 8 - 9 year old boys.

Please write enclosing C.V. and the name of 2 referees to: The Headmistress, Yesodey Hatorah School, 54 Amhurst Park, London N16. (08977) 205624

LONDON NW3

Two qualified and preferably experienced teachers required in The Hall Junior School (7 - 8 year old boys). Posts available in January 1985.

Please apply with names of referees to: The Headmaster, The Hall, Crossfield Road, London NW3 4NU. (08713) 205624

LONDON

INTERNATIONAL COMMUNITY SCHOOL
(Independent Day School)
10 York Terrace East,
Regents Park, London NW1
Require immediately an enthusiastic, experienced infant teacher for a small class of 5 - 6 year olds.

This is a full-time post, and a willingness to take an active part in the life of the school is essential.

Apply by letter to the Secretary, giving full details of qualifications and experience and the names and addresses of two referees. (08519) 205624

SURREY

HASLEMERE PREPARATORY SCHOOL
Old Road, Haslemere, Surrey, GU27 2JG
L.A.P.S. 243 Day Boys aged 5 - 13
Required for January 1985 a qualified teacher to take general subjects with boys of 8 - 9 years. Ability to help with games essential. Salary according to Burnham Scale. Applications with Curriculum Vitae and names, addresses and telephone numbers of two referees to the Head. Government Superannuation. TE2303624

Colleges of Further Education

Heads of Department

NORFOLK

NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION

DEPUTY HEAD OF STUDENT SERVICES L2 GRADE

Required as soon as possible with direct responsibility for Careers Counselling, Further Education and Public Relations including liaison with County Schools.

Further details and application forms can be obtained by sending a s.a.e. to the Chief Administrative Officer, Norwich City College, Ipswich Road, Norwich NR4 7TJ. (08716) 230018

Other Appointments

AVON COUNTY

DEPUTY EDUCATION OFFICER
HM Prison Leyhill

Applications are invited from qualified teachers, preferably with experience of adult or further education, for this appointment in Leyhill Open Prison, near Wotton-under-Edge, Gloucestershire. Education staff are seconded members of staff of Filton Technical College, Bristol.

Salary will be in accordance with the Burnham F.E. Report on the scale of Lecturer II at present under review.

Application forms and details (send s.a.e.) from the Principal, Filton Technical College, Filton, Bristol BS12 7AT, to be returned by the 20th September. (08930) 230036

YOUNG TEACHER

needed by boys' preparatory school for September (i.e. almost immediately!)

The post involves teaching English to a class of 9 year olds, and French to four forms (ages 10 to 12). It also entails assisting with sports twice a week weather permitting

Great kids, pleasant atmosphere (usually!), reasonable salary, mainly young colleagues.

If you are interested and qualified, please write to the headmaster:

Tim W. Patton, St. Anthony's School, 80 Fitzjohn's Avenue, Hampstead, London, NW3 6AA.

Please provide a telephone number, if possible.

NORTHUMBERLAND County Council

NORTHUMBERLAND COLLEGE OF AGRICULTURE

Kirkley Hall, Ponteland, Newcastle upon Tyne

PRINCIPAL
(pts 8–12)

Applications are invited from suitably qualified and experienced persons. This post has become vacant following the death of the previous Principal, and it is hoped to make an appointment from the 1 January 1985.

The salary range is points 8–12 of the scale for Principals in Agricultural and Horticultural Establishments (currently £16,914 to £18,597 – under review).

Application form, returnable 14.9.84., and further details send sae to Director of Education, County Hall, Morpeth, NE61 2EF.

(1950)

NORTH YORKSHIRE COUNTY COUNCIL
NEW COLLEGE OF FURTHER EDUCATION IN HARROGATE

APPOINTMENT OF PRINCIPAL

The Authority, having acquired new premises, will open a new College of Further Education in Harrogate in September 1985, when it will close its two existing Colleges in Harrogate. The College will be placed in either Group 5 or Group 6.

Applications are invited for the post of Principal-designate. Full details and an application form are available on receipt of a stamped addressed envelope from the County Education Officer, County Hall, (Room 49), Northallerton, North Yorkshire, DL7 8AE.

Closing date: 10th September 1984.

(1950)

PONTYPOOL COLLEGE (Group 5)
Required for 1st January, 1985

VICE PRINCIPAL/DIRECTOR OF STUDIES

Applicants should be graduates and have had considerable teaching experience and administrative responsibilities either in a tertiary college or in both the schools and further education sectors.

Salary £16,917 (subject to review)

EBBW VALE COLLEGE OF FURTHER EDUCATION

Required as soon as possible

LECTURER GRADE 1

on a temporary contract for two years. Candidates should be suitably qualified with a strong industrial background particularly in the field of hydraulics and pneumatics with the ability to work also in the associated field of electrical (P.L.C. control). Teaching experience would be an additional advantage. A flexible aproach to timetable commitment would be expected.

Application forms and further information, where available, obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of an s.a.e. should be returned to the Principal by the 14th September, 1984.

Gwent

Strathclyde Department of Education

Further Education

All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage but training can be given on an in-service basis.

HEAD OF DEPARTMENT

CLYDEBANK COLLEGE, Kilbowie Road, Clydebank,
a senior level in Further Education.

SALARIES
Grade 10 £16,326

LECTURER

GLASGOW COLLEGE OF NAUTICAL STUDIES, 21 Thistle Street, Glasgow G5 9XB.
Electrical and Electronic Engineering. Lecturer 'A'. Appropriate City and Guilds FTC, HNC, HND or Degree.
(Re-advertisement, previous applications will be reconsidered.)

SALARIES
Lecturer 'A' £8,688–£12,777 (Bar) £13,716

Placing on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the college concerned to whom completed applications should be returned not later than 7 September, 1984.

SOUTH EASTERN EDUCATION AND LIBRARY BOARD

PRINCIPAL GROUP 5

SALARY £19,548 (under review)

NORTH DOWN COLLEGE OF FURTHER EDUCATION

CASTLE PARK ROAD
BANGOR, CO. DOWN
BT20 4TF

VICTORIA AVENUE
NEWTOWNARDS, CO. DOWN
BT23 3EH

Applications are invited from suitably qualified and experienced candidates for the post of PRINCIPAL which becomes vacant on 1st January 1985.

The College serves the attractive residential area of North Down, including the seaside towns of Bangor and Holywood, and the market towns of Newtownards and Comber. It comprises the Departments of Business Studies, Humanities, Home Economics and Social Work, Science and Mathematics, and Technical Studies. The College is also a major participant in the Youth Training Programme.

Further particulars and application forms are available from the CHIEF OFFICER, SOUTH EASTERN EDUCATION AND LIBRARY BOARD, 19 WINDSOR AVENUE, BELFAST BT9 6EF, on receipt of a stamped addressed envelope.

Applications must be received by 1.30 p.m. on THURSDAY, 20th SEPTEMBER 1984.

(1387)

City of Manchester Education Committee

DIRECTOR
of the Manchester Open College
Principal II – £16,194

The Manchester Open College Federation is a federation of colleges, institutes of higher education and community education institutions in and near Greater Manchester. It currently accredits some 300 courses at four levels of study, from basic education to preparation for higher education and awards credits to students.

The headquarters are located at Manchester Polytechnic.

We require a Director who can combine an enthusiasm for continuing education, a knowledge of course design and an innovatory approach towards the accreditation of learning.

Application forms and further particulars available from Chief Education Officer (c/Staffing), Continuing Education Branch, Crown Square, Manchester, M60 3BB. Tel 061-228 2191 Ext 7387/7395. Closing date 17 September 1984. An Equal Opportunity Employer.

Lancashire County Council

An Equal Opportunities employer

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY,
SHOREY BANK, OFF ORMEROD ROAD, BURNLEY
Required as soon as possible
Re-advertisement
THREE POSTS:–
1. PRINCIPAL LECTURER – INFORMATION TECHNOLOGY
£12,519 – £13,938
To have a college role as a co-ordinator of computer related teaching, and development work, and a departmental role in either the Department of Engineering or Business Studies, according to the specialist interests of the person appointed.
2. LECTURER 1 – ELECTRICAL/ELECTRONIC ENGINEERING
Lecturer Grade 1 – £5,849 – £9,735
3. LECTURER 1 – COMPUTER AIDED ENGINEERING
Lecturer Grade 1 – £5,849 – £9,735
Forms/further details for all the above posts from/to The Principal at the College. SAE please.
Closing date for all posts: 13th September, 1984. (3891)

COLLEGES OF FURTHER EDUCATION
continued

CITY OF COVENTRY

PRINCIPAL: DR. H.E. AVERY

Applications are invited for the following posts:-

Lecturer I – Business Studies

to teach one or more of the following subject areas – The Organisation in its environment, Economics, Law, Business Organisation, Statistics and Accounts.

Lecturer I – Electronics

to teach Electronics up to HTC/Graduate level for Vehicle Manufacturers.

Salary: LI – £5,649–£9,735 (under review)

Further particulars and application forms from the Principal, Tile Hill College, Tile Hill Lane, Coventry CV4 9SU. Tel: (0203) 461444, ext. 224, to whom they should be returned by Monday, 10 September, 1984.

An Equal Opportunity Employer (3900)

Tile Hill College of FURTHER EDUCATION

To place your Display Situations Vacant
please send the advertisement to:–
The Times Educational Supplement
Priory House,
St John's Lane,
London
EC1M 4BX.
by Monday at 4pm for the Friday of the same week.

BRENT
LONDON BOROUGH OF BRENT
KILBURN POLYTECHNIC
Priory Park Road, NW6 7YE
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES
Required from September or as soon as possible thereafter
LECTURER I in SECRETARIAL SUBJECTS (post No. 84/94), to teach shorthand, typewriting and other secretarial subjects to full-time part-time day and evening secretarial or business study students and specifically to teach office practice and equipment to BTEC General specification.
Salary £5,649 - £9,735 plus London Allowance of £567.
Brent is an equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Further particulars and application form (sae) obtainable from the Principal's secretary within 14 days. (08943) 220026

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A.K. Barnard, B.Sc., Ph.D., C.Chem., F.R.S.A., F.Coll.F.
DEPARTMENT OF ELECTRICAL ENGINEERING
SENIOR LECTURER - LOW LEVEL COURSES
(Post available from Sept. 1984)
To teach on and be responsible for Low Level Courses, particularly those concerned with school links, Y.T.S. and C.P.V.E.
Salary scale: £11,670 - £14,430 Ref: £15,639 p.a. inclusive.
LECTURER IN ELECTRONIC ENGINEERING
(Post available from Sept. 1984)
To teach electronic theory and practice on BTEC National Certificate, City and Guilds Telecommunications, Link and Y.T.S. Courses.
Salary Scale: £6,636 to £10,725 inclusive.
Brent is an equal opportunity employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) FOR BOTH THE ABOVE POSTS from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD. Closing date for receipt of completed forms within 14 days. (08947) 220026

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
WINDSOR & MAIDENHEAD COLLEGE OF FE
Required from 1 September 1984 LECTURER I in Accounting/Business Studies. A knowledge of Computing is desirable.
Application forms and further particulars from the Principal, Claremont Road, Windsor SL4 5AZ.
Berkshire County Council is an equal opportunities employer. (08750) 220026

DERBYSHIRE
CHESTERFIELD COLLEGE OF TECHNOLOGY AND ARTS
Re-advertisement:
LECTURER GRADE I in ELECTRICAL AND ELECTRONIC ENGINEERING
To help in the development of C&G Electronics Servicing 224 course and BTEC Electrical Engineering at all levels. Previous applicants will automatically be considered.
LECTURER GRADE I in RETAILING AND MANAGEMENT OF DISTRIBUTION incl. World of Work and Business Calculations.
LECTURER GRADE II in ELECTRONIC ENGINEERING to teach a wide range of Technician and Craft courses;
LECTURER GRADE II in ENGLISH to teach and organise GCE and related ENGLISH courses.
Candidates should have a relevant degree or equivalent and preferably be teacher trained.
Forms and further details available from the Principal, Infirmary Road, Chesterfield to be returned by Friday 14th September.

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
Applications are invited for the following posts from 1st January, 1985.
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER GRADE I FOR BUSINESS STUDIES.
To teach Structure of Business, World of Work, Business Administration in Secretarial/BTEC General and National and similar courses.
Professional qualification or degree in appropriate field is required, with preferably some industrial/commercial experience and/or appropriate teaching experience.
SALARY SCALE: £5,649 - £9,735.
Application form and further particulars available from The Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED NO LATER THAN FRIDAY, 14TH SEPTEMBER, 1984. (06204) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
M.A., M.Inst.P., F.R.S.A.
Applications are invited for the following post from 1st January, 1985.
DEPARTMENT OF SCIENCE AND HUMANITIES.
LECTURER GRADE I IN COMPUTING.
Required to teach the subject to classes which range from the level of Computer Literacy to BTEC standard.
SALARY SCALE: £5,649 - £9,735.
Application form and further particulars available from The Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED NO LATER THAN FRIDAY, 14TH SEPTEMBER, 1984. (06203) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
Applications are invited for the following posts from 1st January, 1985.
DEPARTMENT OF SCIENCE AND HUMANITIES.
LECTURER GRADE I.
Suitably qualified and experience to teach at Advanced of the following subjects to C.G.L.I. level standard:- British History, Sociology, Economics, Experimental Psychology.
SALARY SCALE: £5,649 - £9,735.
Application form and further particulars available from The Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED NO LATER THAN FRIDAY, 14TH SEPTEMBER, 1984. (06202) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
Applications are invited for the following posts from 1st January, 1985.
DEPARTMENT OF SCIENCE AND HUMANITIES.
LECTURER GRADE I.
Required to teach the subject to classes which range from the level of Computer Literacy to BTEC standard.
SALARY SCALE: £5,649 - £9,735.
Application form and further particulars available from The Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED NO LATER THAN FRIDAY, 14TH SEPTEMBER, 1984. (06205) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
Applications are invited for the following posts from 1st January, 1985.
DEPARTMENT OF SCIENCE AND HUMANITIES.
LECTURER GRADE I.
Suitably qualified and experience to teach at Advanced level the following subjects to C.G.L.I. standard:- Psychology, Sociology, Economics, Law.
SALARY SCALE: £5,649 - £9,735.
Application form and further particulars available from The Principal, College of Technology, Cleveland Avenue, Darlington DL3 7BB ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE TO BE RETURNED NO LATER THAN FRIDAY, 14TH SEPTEMBER, 1984. (06206) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL
NORTH WORCESTERSHIRE COLLEGE
Bromsgrove
Department of Community Studies
LECTURER GRADE II: BEAUTY THERAPY
Required as soon as possible a Lecturer to be responsible for the full-time and City and Guilds 761 Beauty Therapists' Certificate Course.
Applicants should be qualified experienced Beauty Therapists, with some teaching experience.
Salary Scale (annually under review) £7,815 - £11,568, starting point dependent upon qualifications and experience.
Further particulars and application form may be obtained from The Principal, North Worcestershire College, Bromsgrove B60 1BB. Closing date for receipt of applications will be 14 days from the appearance of this advertisement. (08776) 220026

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF MANAGEMENT STUDIES
LECTURER GRADE II IN MANAGEMENT STUDIES (PERSONNEL)
(Re-advertisement: Previous applicants need not re-apply)
Applications are invited from people with appropriate qualifications and practical experience in Personnel Management in the United Kingdom to lecture on courses in the Professional Education Scheme of the Institute of Personnel Management. Knowledge and experience of Industrial Relations is required together with the ability to discover other areas of the IPM Scheme.
We are seeking a candidate with the ability to act as a Course Tutor and to contribute to other Management and Supervisory courses.
Progression to Senior Lecturer may be possible.
Salary in accordance with Burnham Scale for Lecturer II £7,815 - £11,568 p.a. (under review) according to qualifications and experience, plus £258 p.a. Fringe allowance.
Further details and application forms available from the Head of Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EB. (08506) Watford 43631 220026

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF PRINTING & PACKAGING
Applications are invited, as from 1st January 1985, for a LECTURER GRADE II in TYPOGRAPHIC DESIGN.
Candidates should have knowledge and experience of graphic design with particular emphasis in typographic design for publishing and printing.
Salary in accordance with Burnham F.E. Scale for Lecturers Grade II £5,649 - £9,735 p.a. (under review) plus £258 p.a. Fringe allowance.
Further details and application forms available from the Head of Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EB. (08753) 220026

LONDON
INNER LONDON EDUCATION AUTHORITY KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Grays Inn Road, London WC1
PART-TIME LECTURERS IN MODERN LANGUAGES
Two experienced part-time lecturers required for September at this Multi-Cultural College:-
1) To teach French 'A' level first year London Syllabus (6 hours) plus commercial French (one hour).
2) French and Spanish 'O' level (11½ hours) as a member of the structured O level course team.
Apply by letter with details of teaching experience and names of referees to Mr. David Nash, Head of Department of Languages, Kingsway-Princeton College, Phillip Magnus Centre, Penton Rise, London WC1, by 10th SEPTEMBER 1984.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (08515) 220026

LONDON
INNER LONDON EDUCATION AUTHORITY KINGSWAY-PRINCETON COLLEGE
Sidmouth Street, Grays Inn Road, London WC1
PART-TIME LECTURERS IN MODERN LANGUAGES
Two experienced part-time lecturers required for September at this Multi-Cultural College:-
1) To teach French 'A' level first year London Syllabus (6 hours) plus commercial French (one hour).
2) French and Spanish 'O' level (11½ hours) as a member of the structured O level course team.
Apply by letter with details of teaching experience and names of referees to Mr. David Nash, Head of Department of Languages, Kingsway-Princeton College, Phillip Magnus Centre, Penton Rise, London WC1, by 10th SEPTEMBER 1984.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (08515) 220026

ESSEX
LOUGHTON COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ENGINEERING AND COMPUTING
LECTURER I IN COMPUTING
Required for September 1984 or as soon as possible thereafter to join an enthusiastic team of staff and teach on a range of courses including 'O' and 'A' level Computing Science, T.O.P.S. Computer Programming, Threshold Computer Programming.
Salary: (under review) £5,649 - £9,735 plus £258 Inner London Fringe Allowance.
Further details and application forms available from the Principal which should be returned within 14 days of this advertisement.
Loughton College is an Equal Opportunities Employer. (08755) 220026

NORFOLK
NORWICH CITY COLLEGE OF FURTHER AND HIGHER EDUCATION
LECTURER I IN COMPUTER STUDIES
Graduate or equivalent preferably with industrial/teaching experience.
Salary Scale: Lecturer Grade I £5,649 - £9,735 (under review).
Further particulars and application forms may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further Education, Ipswich Road, Norwich (quoting ref. no.) to whom completed forms should be returned as soon as possible. (08507) 220026

LONDON
Inner London Education Authority
PADDINGTON COLLEGE
DEPARTMENT OF CONTINUING EDUCATION
Eight Avenue, London W9
Tel: 01-969 9391
PART-TIME LECTURERS required for 'A' and 'O' level and special mature student courses in the arts, parent mathematics, biology, chemistry, computing and English.
Applicants should apply in writing, enclosing a c.v. and giving a telephone number at which they may be contacted, to the Secretary of the Department at the above address.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (08752) 220026

SHROPSHIRE
EDUCATION COMMITTEE
SHREWSBURY COLLEGE OF ARTS & TECHNOLOGY
London Road, Shrewsbury
Required for 1st September 1984 or as soon as possible.
LECTURER I (temporary one year) in GENERAL CONSTRUCTIONAL SKILLS for Y.T.S. trainees.
Application form and further particulars obtainable from Principal, Shrewsbury College of Arts & Technology, London Road, Shrewsbury. Tel: 51344 to whom application should be returned as soon as possible. (08834) 220026

SOMERSET
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton
DEPARTMENT OF BUILDING AND SURVEYING
Lecturer Grade I in Plumbing required from 1st January 1985. Following the retirement of the present incumbent. Applicants must be qualified to at least City and Guilds (Advanced Craft) level in Plumbing with relevant industrial experience. Teacher training and/or teaching or instructing experience would be an advantage.
Salary scale £5,649 - £9,735.
Further particulars and application form (SAE) from Mr. D. Sumbler, College of Arts and Technology, Wellington Road, Taunton TA1 5AX.
Closing date 14th September 1984. (08504) 220026

KENT
CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Canterbury
Required for 1st January 1985.
LECTURER II/SENIOR LECTURER IN MATHEMATICS AND COMPUTING, to share in the teaching of courses for serving teachers in Computer Education in Schools, and to give assistance with main course Mathematics for B.A., B.Sc. and B.Ed. students. Candidates should be highly qualified and have experience of teaching Computing in schools.
The college has approximately 1000 students and offers B.A., B.Sc. and B.Sc. degrees, P.G.C.E., advanced diplomas and M.A., M.Phil. and Ph.D. degrees.
Salary scale: Lecturer II/Senior Lecturer £7,815 - £13,443 p.a. (under review).
For further details write to Mrs. Jean Long, Personal Assistant to Principal, Christ Church College, Canterbury enclosing a stamped addressed envelope, to whom applications should be sent as soon as possible and not later than 21st September. (09503) 240036

Colleges of Higher Education

Other Appointments

KENT
CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Canterbury
Required for 1st January 1985.
LECTURER II/SENIOR LECTURER IN MATHEMATICS AND COMPUTING, to share in the teaching of courses for serving teachers in Computer Education in Schools, and to give assistance with main course Mathematics for B.A., B.Sc. and B.Ed. students. Candidates should be highly qualified and have experience of teaching Computing in schools.
The college has approximately 1000 students and offers B.A., B.Sc. and B.Sc. degrees, P.G.C.E., advanced diplomas and M.A., M.Phil. and Ph.D. degrees.
Salary scale: Lecturer II/Senior Lecturer £7,815 - £13,443 p.a. (under review).
For further details write to Mrs. Jean Long, Personal Assistant to Principal, Christ Church College, Canterbury enclosing a stamped addressed envelope, to whom applications should be sent as soon as possible and not later than 21st September. (09503) 240036

SOMERSET
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Taunton
DEPARTMENT OF BUILDING AND SURVEYING
Lecturer Grade I in Plumbing required from 1st January 1985. Following the retirement of the present incumbent. Applicants must be qualified to at least City and Guilds (Advanced Craft) level in Plumbing with relevant industrial experience. Teacher training and/or teaching or instructing experience would be an advantage.
Salary scale £5,649 - £9,735.
Further particulars and application form (SAE) from Mr. D. Sumbler, College of Arts and Technology, Wellington Road, Taunton TA1 5AX.
Closing date 14th September 1984. (08504) 220026

SHROPSHIRE
EDUCATION COMMITTEE
SHREWSBURY COLLEGE OF ARTS & TECHNOLOGY
London Road, Shrewsbury
Required for 1st September 1984 or as soon as possible.
LECTURER I (temporary one year) in GENERAL CONSTRUCTIONAL SKILLS for Y.T.S. trainees.
Application form and further particulars obtainable from Principal, Shrewsbury College of Arts & Technology, London Road, Shrewsbury. Tel: 51344 to whom application should be returned as soon as possible. (08834) 220026

West London Institute of Higher Education

B.Ed. (Secondary) HONOURS DEGREE (CNAA)

In RELIGIOUS EDUCATION

This is a distinctive professional qualification in education with reference to Religious Education. The new four year honours degree course is based on a school-focused model which aims to develop in students the attitudes, skills and understanding necessary to enter the teaching profession. Students will be prepared to deal with all aspects of Religious Education in a multi-cultural society. Visits to religious communities and centres, as well as to a wide variety of schools and other institutions, will form part of the course. Students will be taught by well-qualified staff with school experience and will have access to the substantial resources of the Institute's Regional Religious Education Centre.

As a second teaching subject, students may choose to study either Computer Education or English Education.

Minimum qualifications for entry are two A levels (not necessarily one in Religious Studies).

For full details, prospectus and application forms, apply to:-

Senior Admissions Officer,
West London Institute of Higher Education,
Gordon House,
300 St. Margaret's Road,
Twickenham, Middlesex, TW1 1PT.

Tel: 01-891 0121 (24 hour phone).

(1369)

WEST LONDON INSTITUTE

Colleges of Higher Education
continued

WEST SUSSEX
INSTITUTE OF HIGHER EDUCATION
(Incorporating Bishop Otter College, Chichester and Bognor Regis College)
Applications are invited from suitably qualified and experienced candidates for the following post:
LECTURER IN RELIGIOUS STUDIES
A part-time (0.5 or 0.75) Lecturer II (Burnham F.E.) for a temporary post for three years from 1st October 1984 or 1st January 1985. A well qualified graduate with Q.T.S. is required to teach Biblical Studies to B.A. and B.Ed. level and curriculum R.E. work. The ability to teach a world religion other than Christianity would be an advantage.
Application forms and further details should be obtained from the Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR. Tel: 02433 865581) and completed forms returned by 14th September, 1984. (08777) 340036

the College of Ripon & York St John

LECTURER GRADE II/SENIOR LECTURER IN ART

£7,215–13,443) (under review)

Applications are invited from suitably qualified and experienced candidates with successful and recent teaching experience in Art, Craft and Design who have a taken a significant role in aspects of curriculum development in art at both Primary and/or Secondary level.

The person appointed will be expected to make a substantial contribution to the BEd Honours as well as the BA/BSc. Honours degree programme with students reading Art as their nominated area of study. A specialist strength in POTTERY and related three dimensional studies is required together with a specific interest in the teaching of art in Primary education and the training of teachers.

The successful candidates will be expected to initiate development within his or her own specialism and contribute to the development of art, craft and design within the College.

The appointment is for January 1985.

Further details and form of application available from The Principal, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX, to whom completed forms should be returned to arrive not later than Monday 24 September 1984.

(3870)

Teacher

£4920 - £9700

We require a Qualified Teacher for September 1984 for a demanding and unusual post at Parklands Childrens Centre, Plymouth. You will need to be flexible in approach and able to work in an informal setting. The number of children is small and you will be expected to encourage emotionally damaged children into the learning process.

For informal discussion please telephone Mr Bill Rowlett on Plymouth 29444.

Application form (sae please) from Social Services Department, Civic Centre, Plymouth, returnable by 14th September 1984. (3878)

DEVON

Youth and Community Service

CLUB LEADER

Hunslet Boys' Club invites applications for the post of Club Leader from suitably qualified candidates.

Hunslet is one of the best-known independent clubs in the North of England with modern purpose-built premises offering comprehensive facilities to a membership of 300 boys and girls.

Salary JNC Range 4.

Apply to the Chairman, Hunslet Boys' Club, Hillidge Road, Leeds LS10 1BP.

(1884)

Area Youth Organiser

£10,203 - £11,478 p.a.

Based at Liskeard to develop and ensure the effective operation of the Youth Service in the Caradon Area. Applicants should be professionally qualified and experienced.

For an informal discussion on the post, please contact Mr. J. M. Walton, County Youth Organiser on (0872) 74282, ext. 241.

District Youth Worker

£7,485 - £8,415 p.a.

Based at Bodmin Area Youth Office, directly responsible to the Area Youth Organiser for North Cornwall, this is the second new post to be created in the area. This post will be concerned with the catchment area of Bodmin School, which includes Bodmin and the surrounding villages.

Applicants should be professionally qualified and experienced. For an informal discussion on the post, contact Tony Metters, Area Youth Organiser on Bodmin 2224/2737.

Application forms for both positions and further information, on receipt of a stamped addressed envelope, from the Secretary for Education, Room 207, County Hall, Truro, Cornwall, TR1 3BA. Closing date 21st September 1984.

(1939)

Cornwall

Tayside Regional Council

Education Department

COMMUNITY EDUCATION WORKER

£7,404–£9,660 (Ref. 188/84)

Location: Panmure Centre, Kinlock Street, Carnoustie.

The successful applicant will be based in Carnoustie but will also be part of the Angus South Divisional Team which includes Arbroath and the surrounding rural areas. Major responsibilities under range or community and voluntary organisations. In addition to the above salary scale, payment is made for irregular hours and weekend working in accordance with the Scheme of Conditions of Service. A job specification is available. Closing date for receipt of applications is Friday 14th September, 1984.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 93 Commercial Street, Dundee. Tel: Dundee 23281, Ext. 3881.

Removal and relocation expenses are available in certain circumstances for staff appointments.

Candidates of either sex may apply. (3897)

SOMERSET
FROME COLLEGE
Frome
(13 - 18 mixed comprehensive, 1500)
Re-Advertisement
Urgently required for September 1984, Youth Tutor, Scale 2 post for suitable applicant. Temporary appointment due to secondment.
Responsibilities include management of School Youth Wing.
Letters of application, as soon as possible, to the Principal at the College, enclosing SAE for job description and application form. Enclose envelope with post title. (08507) 440000

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
Applications are invited from suitably qualified and experienced persons for the full time post of YOUTH TUTOR at Partington Youth Centre.
Salary J.N.C. range 2 £6,048 - £7,710 per annum.
For further details please send a stamped addressed envelope to the Chief Education Officer, Town Hall, Sale M33 1ZF to whom completed application forms should be returned not later than Monday 17th September 1984. Tel: 061-973 2253, Ext. 440000 (08887)

BIRKENHEAD Y.M.C.A.
INNER AREA COMMUNITY CHEST PROJECT
PHYSICAL EDUCATION/PROGRAMME DIRECTOR
Salary: J.N.C. £6,828 - £8,710 p.a.
Applicants are invited from suitably qualified persons for this interesting post under a 3 year Community Chest Grant.
The person will be required to develop the Programme of the Association with particular emphasis on Sporting Activities.
Application Forms and Job Descriptions are available from The General Secretary, Y.M.C.A., 56 Whitefield Lane, Birkenhead, Merseyside L41 8YJ.
Closing Date Friday, 14th September 1984. 440000 (08859)

BURY
METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
SHUTTLE YOUTH AND COMMUNITY CENTRE
Albert Road, Whitefield
JNC Range 3 points 3 - 7 (£7,644 - £8,871)
DEPUTY WARDEN
Applications are invited from suitably experienced and qualified people for this challenging post in one of the Authority's developing Youth and Community Centres. The successful person will assist the Warden in the Management and organisation of the Centre, offering support to existing groups and also undertaking developmental work with young people and adults. The post carries authorised car user allowance.
Forms of application obtainable from and returnable to the Chief Executive's Department, Town Hall, Bury BL9 0BW (Tel: 061-764 4000, Ext. 59) by the 14th September 1984. (08816) 440000

DUDLEY
METROPOLITAN BOROUGH
EDUCATION SERVICES
£8,646 - £10,830 (J.N.C. Range 4) within 3 consecutive points)
suitable qualified persons required for following posts:-
(a) Full-time Youth Leader at Wordsley Youth Centre, Barnett Lane, Wordsley.
(b) Youth and Community Worker (Community Education Development) at Brockmoor and Pensnett Ward.
Application form/details from The Chief Personnel Officer, Youth & Community Section, 3 St. James's Road, Dudley. West Midlands (Postcode DY1 1HE). Return by 18th September. (08925) 440000

HERTFORDSHIRE
MERIDIAN CENTRE
YOUTH AND COMMUNITY WORKER
JNC RANGE 4A £8,646 - £9,714
Experienced and qualified person required to continue the development of a wide range of evening activities for young people and a growing daytime use by community groups. The Centre is on the campus of the Upper School in Royston and enjoys the use of excellent facilities.
Full details and application forms from Head of Youth and Community Department, North Herts. College, Cambridge Road, Hitchin, Herts. SG4 0JD. S.A.E. Required. Closing date 14th September. (08888) 440000

DURHAM
COUNTY COUNCIL
DETACHED YOUTH WORKER: SHILDON
Applications are invited from suitably qualified Youth and Community Workers under the J.N.C. Report for the above-named post. The successful person will be responsible for the development of Youth Work in Shildon. The salary is J.N.C. range 2 points 5 - 9, £6,828 - £7,710.
DETACHED YOUTH WORKER LEADGATE DROP-IN YOUTH CENTRE
Applications are invited from suitably qualified Youth and Community Workers under the J.N.C. Report, for the above-named post at Leadgate Drop-In Youth Centre. The post carries authorised car user allowance.
The successful person will be responsible for the development of Youth Work in Leadgate and the surrounding district. The salary is J.N.C. Range 2 points 5 - 9, £6,828 - £7,710.
FULL TIME OUTDOOR PURSUITS AND DEVELOPMENT WORKER
CONSETT Y.M.C.A.
Applications are invited from suitably qualified Youth and Community Workers under the J.N.C. Report for the above-named post at Consett Y.M.C.A. The successful person will help to develop and further develop a wide range of outdoor activities. The salary is J.N.C. Range 2, £5,835 - £7,059.
Stamped addressed envelope for further details and application form, returnable by 14th September, 1984 from The Director of Education, County Hall, Durham DH1 5UJ.
A Union Membership Agreement is in operation and applies to the above posts. (06201) 440000

Y.M.C.A.
Applications are invited from qualified and experienced Youth and Community Workers for the post of Youth and Community Worker based on Barnsley Y.M.C.A. We are looking for someone capable of introducing and developing areas of work within existing programme framework and within the local community. An interest in outdoor activities and/or underprivileged groups would be advantageous. This appointment will, in the first instance be for two years. Applicants must be of the Christian faith. The Association has an open membership and offers a variety of youth club and adult activities and is supported by a team of voluntary workers. Good liaison exists with the local authority and other local youth organisations.
Salary - J.N.C. Grade 2, points 3 - 7.
Further details from General Secretary, Y.M.C.A., Pitt Street, Barnsley, S. Yorkshire S70 1AF, and applications, together with C.V., to be sent to Mr. Clayton, 3 Cliff Rise, Barnsley, S. Yorkshire S70 6AA, Closing date 14th September 1984.

Education
Youth and Community Education Service

Assistant Warden

Mandela Centre, Pear Tree Road, Derby

This is a post involved in the development and management of an outreach youth work project within the inner city area. The project is well established and attracts considerable support from young adults within the local West Indian community.
JNC Range Scale 3 £7,485-£8,415 (Award pending).
Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers.
For application forms and further details please telephone Derby and South Derbyshire Area Education Office, 16 St. Mary's Gate, Derby, telephone number Derby 40251, extension 202 and ask for Mrs. L. M. Brown.
Closing date Monday 10th September 1984.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER
DERBYSHIRE County Council

SENIOR LECTURER

ZAMBIA INSURANCE BUSINESS COLLEGE

The college is based in Lusaka, Zambia and continued expansion of its Business Studies and Management Development programmes has created a new post in the field of Business Statistics and Basic Computing.

Candidates must have suitable FE teaching experience, preferably at B.TEC Higher National level or equivalent. Courses currently offered by the college include AAT, ACCA and CII.

The selected candidate will be offered a three year renewable contract, and an excellent remuneration package including free housing, car and paid home leave for self and family.

This is an ideal opportunity to gain broad based overseas experience. In the first instance applicants should send a CV to me, Sarah Smith, Consultant to the College.

Business Development Consultants (International) Ltd
63 Mansell Street London E1 8AN
01-488 0155

BDC

OVERSEAS continued

Posts Overseas

Yemen Arab Republic

Teacher of English as a Foreign Language
Ras Katenib Power Station, near Hodeida

Duties: To provide English Language Training for Power Station personnel under the direction of a Senior Teacher, including: testing and evaluating the English language levels and needs of staff, curriculum design, timetabling, materials writing, teaching; to make a monthly progress report to the British Council.

Qualifications: Candidates should be single males, or if married they will be given an unaccompanied contract; they should have a postgraduate diploma in TEFL and ESP experience, preferably in industry. Experience of an Arab/Muslim society desirable.

Salary: On a scale £8,514 – £12,507 pa tax free.

Benefits: Free furnished accommodation; use of car; overseas allowance; outfit allowance; baggage allowance.

Contract: One year contract with the British Council commencing October 1984.

Closing date for applications: 7 September 1984.

NB. Telegram enquiries only or telephone 01 580 8572 extn. 62.

Reference: 84 A 108 T

Key English Language Teaching Scheme

Guinea

English Language Teaching Adviser Department of Letters, University of Conakry

Duties: The holder of this new post will be responsible for arranging regular seminars on methodology for University teachers of English; advising the Head of the English Section and Department of Letters on curriculum; designing and introducing an ELT methodology course for students training to become teachers at higher education level; developing and advising on the selection of materials for use by counterparts and other University teacher trainers; advising University authorities, Ministry of Higher Education and British Council Representative Senegal on British Technical Cooperation training awards for ELT at higher education level. Book Presentation Programme and other elements of ODA/British Council support for ELT in Guinea; some methodology teaching to students specialising in English.

Special Qualifications: Degree in English/Modern Languages and MA in Applied Linguistics; teacher training and materials production experience at university level essential plus at least 5 years, experience of EFL teaching overseas particularly in Francophone Africa. Good written and spoken French.

Salary: £11,081 – £15,311 per annum.

Overseas Allowance: Nil – £3,636 per annum depending on salary and marital status.

Reference: 84 K 69 T

Oman

Teacher Trainer English Language Teaching Unit Ministry of Education and Youth Affairs Muscat

Duties: To conduct courses using materials provided by the Chief Teacher Trainer and to provide feedback on materials; to assist local inspectors in their teacher training role; to advise, as necessary, on matters relating to the staffing and conduct of in-service seminars and training courses.

Special Qualifications: Candidates, male only, must have a degree in English or Modern Languages plus either a one-year TEFL qualification followed by 7 years' relevant experience or MA in Linguistics followed by 5 years' relevant experience.

Salary: £9,716 – £11,896 per annum.

Overseas Allowance: £1,190 – £6,363 per annum depending on salary level and marital status.

Reference: 84 K 29 T

Tanzania

Senior Lecturer/Reader, Communication Skills Unit University of Dar-es-Salaam

Duties: As senior member of team of 3 KELTs to teach communication skills in English to undergraduate first year students, to assist in teaching at postgraduate level, to prepare teaching and learning materials, to coordinate courses within the faculty of Arts and Social Sciences and to undertake administrative duties as assigned in the department.

Special Qualifications: MA in Applied Linguistics; 5 years' post-MA experience including teaching at university level, publication of 3 papers in applied linguistics Specialization in evaluation/testing procedures desirable.

Salary: £11,061 – £15,311 per annum.

Overseas Allowance: £288 – £6,857 depending on salary level and marital status.

Reference: 84 K 13 T

Yemen Arab Republic

Assistant Teacher Trainer (South) Ministry of Education, Taiz

This is one of 4 KELT posts concerned with the Curriculum Implementation of the English for Yemen Project. The postholder will be responsible to the Head Teacher Trainer in Sana'a.

Duties: To lead teacher training meetings and visit teachers in schools; to make regular visits to Provincial Directors of Education and Inspectors and Council Representative; to advise inspectors on classroom observation techniques and attend inspectors' meetings; to identify and train Yemeni counterparts. To assist Head Teacher Trainer in preparing teacher training packs and summaries; in monitoring/evaluating EFY implementation; in preparing teacher training programme; in advising Media Producer and pre-service Teacher Trainers; and in advising/aiding Ministry with its examinations. To attend Project meetings; and to report to Ministry on EFY implementation administrative matters.

Special Qualifications: In-service teacher training experience essential, plus experience of the Arab world, and some knowledge of Arabic or willingness to learn.

Salary: £9,716 – £11,896 per annum.

Overseas Allowance: £1,616 – £6,531 per annum depending on salary and marital status.

Reference: 84 K 26 T

The following post is also funded under Britain's Aid programme to developing countries:

Bhutan

Principal Kharbandi Technical School, Phuntsholing

Duties: (Divided in the ratio 60:40 administration to teaching.) To be responsible for overall administration of the School; to teach at all levels to improve technical standards at the School; to supervise boarding school duties; to improve existing course and introduce technical courses; to liaise with local employers and public departments to devise relevant training courses; to supervise workshops; to be responsible for procurement of food and provisions and raw materials for the courses run at the school; to be responsible for administration of the budget for equipment.

Special Qualifications: Candidates, preferably male aged 35–50, must have a degree or equivalent in an engineering subject, a recognised teaching qualification and at least 5 years' experience at secondary level of technical schools of which at least 2 should have been overseas. Boarding school experience and a knowledge of the Indian sub-continent are desirable.

Salary: £12,251 – £14,484 per annum plus a £1,601.

Reference: 84 K 41 T

General Qualifications for all above posts: Candidates must be UK citizens with a British educational background.

Benefits: Salary free of UK income tax; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Contracts: Contracts will be with the British Council for 2 years initially.

Closing date for Application: 10 September 1984 for Tanzania; 14 September 1984 for Bhuten, Guinea, Oman and Yemen Arab Republic.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

(3881)

The British Council

SULTAN OF OMAN'S AIR FORCE

Teaching Appointments

Applications are invited from suitably qualified and experienced Teachers of English as a Foreign Language, aged below 50, to fill vacancies in the Directorate of Education Services. Successful applicants will teach English from Beginners to Advanced intermediate level and to various technical training levels.

Applicants must be qualified teachers, hold a TEFL certificate and have at least 5 years' teaching experience. Preference will be given to those who also have previous military experience.

These are civilian contract appointments for two years, unaccompanied. Pay (in Omani rials) is equivalent to £17,500 p.a. at the current rate of exchange. There is an end-of-contract gratuity of 20% of total pay received; pay and gratuities are tax-free normally. Mess accommodation and services are provided free and three periods of 30 days' UK leave is granted annually with air passages paid. Interested applicants should write with C.V. quoting reference number 2581, to the address below. Those who have applied previously for similar vacancies need not re-apply as their applications will be reviewed automatically.

Personnel Officer (M.R.),
Airwork Limited,
Bournemouth-Hum Airport,
Christchurch, Dorset BH23 6EB.

Airwork Limited

CHRISTIAN TEACHERS needed for schools in Africa and Papua New Guinea. Particularly maths, science, English. Volunteer terms; challenging work. Apply to John Fox, Volunteer Missionary Movement, Shenley Lane, London Colney, Herts, AL2 1AR. S.a.e. please. (11470) 460000

EGYPT

ST. FATIMA PRIMARY SCHOOL
Cairo, Egypt
Headmistress required (retired persons considered). Please apply in writing including c.v., references and recent photograph to: Mr. Fouad Sabih, 107, Ain Helwan, Fahmy Street, Helwan, Cairo, Egypt. (0p117) 460000

SOUTHERN ITALY
T.E.F.L. Teacher required for Language School South Italy. Oct.–May. Fees £3,500,000 monthly plus free accommodation. Send curriculum vitae and photos to: International School, c/o V. Vassallo 88 Reggio Calabria, Italy. 88858 (087581) 460000

SAUDI ARABIA

Male Teachers of English with Bachelor Degree and Specialised Training in EFL are needed for a Primary School in Saudi Arabia. Salary £1,000 to £1,200 per month. Contract for 9 - 10 months with provisions of renewal for further 2 years. Applicants must have experience in Teaching English to students aged 6 - 12 years old. Furnished accommodation for single status available only. Applicants must provide recent photo and Tel. No. Positions open as of 5th Sept. 1984.

Apply with full details to: The Secretary, 29 The Cliff, Eden Lodge, Roedean, Brighton. (08015) 460000

SINGAPORE

Our associated school in Singapore requires qualified EFL teachers from 8 October 1984. 18-month contract initially. Applicants should have the following MINIMUM requirements: Upper Second Class Degree, and a 4-week RSA Prep. Cert. in TEFL.

For further details and an application form, please send an up-to-date CV to: the Inlingua Teacher Service, 10 Rotton Park Road, Birmingham B16 9JJ. (08115) 460000

GREECE

Graduate female to help establish language school. Salary or partnership. Write: Christofides, EEmmanouhidoy 19, 173 64 P. Faliron, Greece. (11467) 460000

GULF STATES

THE CIVIL AVIATION COLLEGE
Require a Maths/Physics instructor to teach these subjects 'A' Level. Applicants should have a good honours degree in Physics with a minimum of ten years teaching experience of teaching in the Scottish or English education system would be an advantage. Previous gulf experience would also be an advantage as would an interest in Aviation.
Salary Scale: US Dollars 2300 per month with dollar 50 annual increment.
Please apply in writing including c.v., references and recent photograph to: Mr. Jassim Al Nuaf, Principal Civil Aviation College (Gulf States), P.O. Box 4050, Doha, Qatar. (09133) 460000

SPAIN

GALICIA
TEFL Teacher wanted for 1st October. Spanish speaking with teaching experience preferred. Coastal resort near Pontevedra. C.V. and photo to Nicky Roberts, Wychwood, Great Budworth, Nr Northwich, Cheshire before 10/9/84. (09301) 460000

SPAIN

Academy, N. Spain, needs T.E.F.L. qualified staff for Sept. Some Spanish desirable. S.A.E. to Fowler, High View, Litchard Rise, Bridgend, Mid Glamorgan. (08952) 460000

BRUSSELS

THE BRITISH SCHOOL OF BRUSSELS
Require for November a teacher of English. A well qualified and experienced graduate is required for teaching across the ability range and throughout the secondary age range to University entrance.

Apply with full curriculum vitae to The Headmaster, The British School of Brussels, Steenvoren, Belgium. TEB45000

JAMAICA

Applications are invited to fill the following vacancies at The Jamaica School of Art for the Academic Year 1984/85, starting September, 1984.

1. TUTOR IN 3D DESIGN-FOUNDATION STUDIES

Applicants should have a minimum of: either:

(A) An undergraduate degree/diploma in studio art from a recognised art school or university, and should have 3 - 5 years teaching experience at college level or

(B) A graduate degree in art or art education and an undergraduate degree in studio art. Teaching experience desirable but not essential.

The successful applicant will be required to plan and teach courses in the theory and practice of the 3D design elements of colour, shape, movement, texture etc., and life drawing studies.

2. TUTOR IN ART EDUCATION

Applicants should have a minimum of a masters degree in art education with undergraduate studies in art education and studio art. Experience in teaching at a tertiary level, is desirable but not essential. The successful applicant will be required to plan the curriculum for an undergraduate programme in art education and to teach a minimum of three (3) courses and co-ordinate the entire art education programme.

3. TUTOR IN PHOTOGRAPHY

Applicants should have a minimum of M.F.A. or equivalent in photography and related studies in graphic design from a recognised university/art school. Five (5) years experience as a photographer with work in photo-documentation, studio and communication advertising.

The successful applicant will be required to plan and teach second, third and fourth year courses in photography for the graphic arts.

Salaries are at approved government rates for teachers/lecturers in tertiary institution.

All applicants should be accompanied by a curriculum vitae a portfolio of at least ten (10) slides of recent work, copies of diplomas/degrees, two (2) letters of recommendations and should be addressed to: The Director, Jamaica School of Art, Cultural Training Centre, 1 Arthur Wint Drive, Kingston 5. (08732) 460000

SPAIN

Required for September a teacher of English for six and seven year olds. Please forward curriculum vitae, references and photograph urgently to: The Principal, Colegio De M. Peleteiro, San Pedro De Mezonzo, 27 Santiago de Compostela, Spain. (08958) 460000

Administration Local Education Authority

NORFOLK COUNTY COUNCIL
EDUCATION DEPARTMENT

SENIOR ADVISER
FOR PERSONAL AND SOCIAL EDUCATION AND HOME ECONOMICS.
Salary: Soulbury-Burnham H.T. Group 8 £13,953–£15,189 p.a.

Applications are invited for the appointment of a Senior Adviser to work as a member of a County team under the direction of the Senior Inspector and to be responsible for the development of Personal and Social Education together with Home Economics. Applicants should have good qualifications and appropriate, relevant experience.

Application forms and further details on receipt of s.a.e. from County Education Officer, Education Department, County Hall, Martineau Lane, Norwich, NR1 2DL (Room 5) to be returned by 14th September, 1984. (3880)

Administration
Local Education Authority
continued

Buckinghamshire Education Department

Senior Education Officer (Further Education)
Principal Officer Range £17,463–£19,104 p.a

This is a third-tier post carrying wide ranging and challenging responsibilities for the administration and development of further education, the careers service and Manpower Service Commission work. Although adult education is separately administered by the County's Youth and Community Service, this post will have responsibilities for the development of open learning systems and adult training across further and adult education. Applicants should be graduates with teaching experience and experience in educational administration.

Further details and application forms from Chief Education Officer (G1), County Hall, Aylesbury, HP20 1UZ (telephone Aylesbury 5000 Ext. 636). Closing date for receipt of applications: 14 September 1984.

Buckinghamshire

Suffolk County Council

Education Department (Schools Division)
NORTHERN AREA SCHOOLS
EDUCATION OFFICER – Suffolk House, Lowestoft
Post E.181
Senior Management 3 £14,034 – £15,033 p.a.

Applications are invited from suitably qualified persons for the post of Assistant Education Officer Northern Area, based at Suffolk House, Lowestoft.

The postholder will actively support the Area Education Officer in maintaining and developing the education service within the Northern Area of the County.

This is a demanding management post. Applicants must be graduates with experience of educational administration at a responsible level who have also held a senior teaching position in a school.

An essential car user allowance is attached to this post and generous assistance with removal expenses are available.

Application forms and further particulars are available (please send stamped addressed envelope) from: The County Education Officer, Grimwade Street, IPSWICH IP4 1LJ and should be returned by 14th September, 1984. (8121)

London Borough of **ENFIELD**
EDUCATION DEPARTMENT

BASKETBALL DEVELOPMENT OFFICER
PND7535 per annum
Help Develop the Game of Basketball in Enfield

An enthusiastic and energetic person is required to work with the Recreation Division of the London Borough of Enfield until the end of March 1984, to develop the sport of Basketball in the area.

The job entails working with existing junior Borough teams, to encourage greater participation amongst youngsters and to organise courses and coaching clinics within the Borough.

The successful applicant will work an average 28 hour week including some evenings and week-ends, which has been taken into account in determining the above salary.

A Basketball coaching qualification is required and preference will be given to applicants with experience of playing or coaching at league level.

Application forms and job description are available from The Borough Parks and Recreation Officer, P.O. Box 58, Civic Centre, Silver Street, Enfield, Middx. For an informal discussion please ring Malcolm Stroudley on 01-366-6565, ext. 2752. Closing date 14th September 1984. Please quote reference MG/244. (1371)

Careers Officer
(Temporary)
Grantham S £7,191–£7,896

Required until mid-December at the careers Office, 24 London Road, Grantham, to undertake the full range of vocational guidance duties. The post is temporary whilst the current postholder is undergoing training.

Applicants should be qualified and/or experienced Careers Officers, including those who have recently completed DCG courses. Subsistence expenses and casual user car allowance are payable and applicants must hold a full current driving licence.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln LN1 1YL. Telephone: Lincoln (0522) 24482. Please quote ED269. Closing Date: 11 September 1984.

Lincolnshire County Council

Gwent County Council Monmouth District Council

DEPUTY MANAGER
Monmouth Leisure Centre

Burnham Headteacher Group 3: £9,846–£10,974 (Subject to Review). Conditions of service similar to those of local government officers.

This is a key post and applicants should possess the appropriate qualifications for community education and leisure centre management and be able to demonstrate drive, enthusiasm and organising ability.

Experience of management at a school-based centre, or other dual use establishment would be an advantage.

Monmouth Leisure Centre has a swimming pool with a social area, community suite, floodlit all-weather area, grass pitches and also uses the facilities of the modern comprehensive school. There is a purpose-built youth centre on site.

The centre is used mainly by the school during the day and by the public during evenings, weekends and school holidays. In addition to the recreational facilities, the centre also offers an extensive programme of adult education classes.

The person appointed would be required to provide duty officer cover, in conjunction with two centre supervisors. The Manager and the Deputy are assisted by an appropriate ancillary staffing structure.

Application forms can be obtained from the Director of Education, Staffing Section, Gwent County Council, Cwmbran, Gwent, and are returnable by: 12th September, 1984. (3878)

METROPOLITAN BOROUGH OF
Rochdale

APPLICATIONS ARE INVITED FROM THOSE WITH THE NECESSARY ATTRIBUTES FOR THE HOB REGARDLESS OF RACE, CREED, NATIONALITY, DISABILITY, AGE OR SEX

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER (HANDICAPPED YOUNG PEOPLE)

This post provides a careers guidance, job and training placement and follow-up service to physically and mentally handicapped young people in the Rochdale Borough.

Duties will involve working in schools, colleges, on training schemes and with the young unemployed. Extensive liaison work is required with a range of educational, medical and Government agencies.

Applicants should be professionally qualified (i.e. possess the Diploma in Careers Guidance or equivalent) and have experience of working as a careers Officer.

An essential user car allowance is payable, therefore, applicants must posses a full current driving licence.

Assistance with removal expenses etc and housing accommodation may be available.

Application forms available (Quote H161) from the Chief Personnel Officer, PO Box 68, Municipal Offices, smith Street, Rochdale OL16 1XQ (Tel 47474 Ext 662) to be received not later than 17th september 1984. (1361)

Reach half a million people by advertising in these pages

HERTFORDSHIRE
DIVISIONAL EDUCATION OFFICE
ADULT UNEMPLOYED PROGRAMME
ADMINISTRATIVE ASSISTANT
Required as soon as possible after 1st September 1984. Full time - 52 weeks per year-Scale 3 £7,191 - £7,896 plus fringe allowance. The person appointed will be office manager and also have responsibility for non-teaching staff appointments, admissions, and transport.
Full details and application form from Divisional Education Office to whom application should be returned as soon as possible. (08514) 460000

DURHAM UNIVERSITY AND SUNDERLAND L.E.A.
(D.E.S. ADULT UNEMPLOYED PROGRAMME)
Applications are invited from men and women, graduates and non-graduates, for the post of Development Officer to initiate Adult Education activities amongst the unemployed, men and women, in Sunderland. The appointee will work jointly for Sunderland L.E.A. and the University's Department of Extra-Mural and Continuing Education. The job will initially be for TWO YEARS in the first instance.
Application forms (no forms) to J.F. Dixon, 32 Old Elvet, Durham (Tel. 64466, Ext. 506) from whom further particulars can be obtained. Return applications within a fortnight of the appearance of this advertisement. (08755) 460000

Social Services

Assistant Principal (Education)

Finnart House (Mixed) CH(E)
£10,905 – £13,134 inc.

The Assistant Principal will be expected to consolidate and develop a comprehensive curriculum which includes public examinations and a Duke of Edinburgh and Guilds Foundation Course. Considerable experience in teaching disturbed children with special learning difficulties is required as is management responsibility in a residential setting. Good accommodation is available.

For further information contact Chris Faithfull, Principal, on 089 282146.

Application forms available from the Principal, Finnart House, Walsh Manor, Crowborough, East Sussex TN6 3RB. Closing date: 14th September, 1984.

AN EQUAL OPPORTUNITIES EMPLOYER (3887)

Hammersmith & Fulham

EDUCATION DEPARTMENT
(School Psychological Service)
Scale 2: (£3,595–£4,215) (Half-time)

Applications are invited from qualified Social Workers, preferably experienced in Field Work, for the above post.

The successful applicant will be required to work in the Abertillery, Nantyglo, Abergavenny and Tredegar areas and will be based at the School Psychological Service Office, Tredegar. Times of duty are yet to be arranged.

There will be an opportunity to take part in varied and challenging work with children, young people, families, schools and units. Possession of a current driving licence and vehicle is necessary; appropriate mileage allowances are payable for authorised journeys.

Further details and application forms are available from the Chief Executive Officer, Personnel Section, County Hall, Cwmbran, Gwent NP44 2XH. Closing date: 14th September, 1984.

Gwent County Council

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

£9,099–£14,698 p.a. inc. (starting salary dependent upon age and experience).

Applicants should be suitably qualified educational psychologists who hold an honours degree in psychology, two years teaching experience and post-graduate training.

Duties include the assessment of children, planning and over-seeing individual teaching/intervention programmes in mainstream and special schools as well as advisory work in schools. The School Psychological Service also has plans to expand its in-service contributions to the Borough in the coming academic year. Within the Borough, Educational Psychologists work closely with other members of the support services.

The person appointed will work in the Twickenham and Whitton area and will be a member of a clinic team network. An essential user's car allowance is payable.

Informal enquiries Miss Ann Proffitt, Principal Educational Psychologist (01-892 1962).

Forms and details from the Director of Education, Regal House, London Road, Twickenham TW1 3QB (01-891 1433, ext. 281) returnable by 21 September 1984.

London Borough of RICHMOND UPON THAMES

Educational Psychologists

continued

Education Department

SENIOR EDUCATIONAL PSYCOLOGIST

Soulbury (Burnham H.T. Group 9)
£15,027–£16,281 p.a.

An experienced Educational psychologist is required to join a team of six seniors who work closely with the County Educational Psychologist in the organisation and development of the School Psychological Service in this large County.

The School Psychological Service in Essex is being reorganised to enable four of the Senior Educational Psychologists to operate as area team leaders and the remaining two to take a Countywide specialist role.

Initially, the successful applicant will be appointed to lead a team of six Educational Psychologists in the South East Area of the County based in Hadleigh or Southend-on-Sea, but opportunities will exist for the duties of specialist and area team leaders to be rotated amongst them by agreement.

As well as possessing substantial experience, appropriate qualifications and the skills necessary to lead a professional team in an area, the successful applicant will have a commitment to working constructively with senior colleagues towards the development of a well co-ordinated and effective School Psychological Service.

Application forms and further details available from the County Education Officer (P), P.O. Box 47, Chelmsford CM1 1LD. (Tel: 0246 267222, Ext. 2826).

Informal enquiries can be addressed to J. Acklaw, County Educational Psychologist at the above office (Ext. 2643).

Closing date: 14th September 1984.

(3877)

ESSEX
County Council

Oxfordshire County Council

Education Department

Re-advertisement

AREA EDUCATIONAL PSYCHOLOGIST

Applications are invited for the post of full-time Area Educational Psychologist to work in mid-Oxfordshire. The person appointed will work in ordinary schools, the Child Guidance Service and with special schools.

Salary – Soulbury Educational Psychologists' Scale (£10,851–£14,253) (pay award pending). Appropriate car allowance payable. Removal and disturbance expenses payable in approved cases.

Application forms and further particulars may be obtained by writing to the Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford, OX1 1NA, to whom completed forms must be returned by 14th September, 1984.

(3886)

Examiners

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Vacancy in the Office Studies Sector for an ADMINISTRATOR

The Office Studies Sector is responsible for the Board's schemes in office skills, office procedures and information technology, including teaching qualifications and the Diploma for Personal Assistants. An additional administrator is to be appointed as soon as possible.

The duties will include administration in connection with curriculum development committees and with the implementation of policy decisions.

Applications are invited from graduates (or equivalent) with proven administrative ability. Any of the following skills or advantage: experience with an examining/validating body; familiarity with the Office World; teaching experience in this field.

The post will be based at the Board's London office. Salary: £8,000 p.a. (inclusive of London Weighting); LVs and season ticket loan.

Application forms from the Head of Office Studies, Royal Society of Arts Examinations Board, John Adam Street, Adelphi, London WC2N 6EZ (01-839 9346). Fax: 930 2533. To be returned by 14th September. (08956) 560000

Miscellaneous

EXPANDING NATIONAL PARTY

Splendid opportunity for smart intelligent people with dynamic personalities to become financial consultants to deal with people from all walks of life.

Excellent career training. Average income £13,000 plus per annum plus usual sales incentives. 25 - 40 only.

Positions are available in most major cities so please state preferred location on SAE or CV since the meeting is at your own expense.

Apply now to: Cunningham, Liberty Financial Services, 2nd Floor, Bank House, 12/14 St Mary's Gate, Manchester M1 1FX. (08512) 660000

Alternatives for teachers. Full-time/part-time. Experience unnecessary. 'Careers in TV', 'Careers in Writing & Publishing', 'Careers in Radio', £1.75 each, all three £4.50. Dept T, Hamilton House Publishing, Brixworth, Northampton. Telephone phone 0604 881886, (09344) 560000

WANTED: GRADUATE PHYSICS TEACHER with interest in electronics seeking change from classroom.

Apply your science and communication skills in UK opportunity to National Water Council (Personnel), Tortilehan Street, Edinburgh EH8 8JJ. (09517) 680000

LLINDLEY EDUCATIONAL TRUST

Due to continuing expansion the Trust invite applications for additional permanent vacancies on their training staffs. Apply by telephone to the appropriate Centre Manager for details.

SWINTON CASTLE
North Yorkshire

The new management centre require established training officers with industrial/commercial experience who wish to change their position into the exciting world of development training for managers and supervisors coupled with the use of outdoor pursuits as the learning vehicle.

Tel: Roger Farbrother - 0765 89254.

HOLLOWFORD CENTRE
Castleton, Derbyshire

Experienced trainers are required with practical experience of Y.T.S. and youth programmes with residential modules. A qualification in at least one outdoor pursuit is essential.

Tel: Chris Chilton - 0433 20577.

CLAIRE YOUNG PEOPLE'S CENTRE
Masham, North Yorkshire

Trainers who are qualified in outdoor pursuits and have experience of young people's needs are invited to apply.

Tel: Bert Sheridan - 0765 89580.

OR write for details and application form indicating which centre you are interested in to: The Director of Training, Lindley Educational Trust Ltd., The Old Vicarage, Castle Street, Castleton, via Sheffield, S30 2WG.

N.B. The Trust has a firm interdenominational Christian foundation and applicants should be aware of the emphasis this will have for successful applicants. (08954) 660000

WINCHESTER HEALTH AUTHORITY

HEALTH EDUCATION AND PROMOTION FACILITATOR - EDUCATION

A newly created post to develop health education in schools and colleges. There will be a particular emphasis on curriculum initiatives in health education essential. The appointment is initially until 31st March, 1987. The successful candidate, if eligible, would have the opportunity to study for a higher degree in health education at the University of Southampton.

Applicants should be non-smokers.

Enquiries to Gillian Beal, District Health Education Officer, Tel: (0962) 60561, Ext. 64.

Application forms/job descriptions from our 24 hour answering service. Tel: Winchester 60401.

Closing Date: 12th September, 1984. Interview date 25th September 1984. (08795) 660000

Outdoor Education

CUMBRIA

Lakeland Training have vacancies for four Outdoor Activities and Life Skills Instructors. Applicants should be over 21 and have qualifications and relevant experience in a wide range of outdoor activities. A clean driving licence is essential.

For application forms and further information please write or telephone: The Director or Training, Lakeland Training, Ashmeadow, The Promenade, Arnside, Cumbria LA5 0AB. (Tel: 0524 761710). (08741) 680000

DEVON

SKERN LODGE OUTDOOR ADVENTURE CENTRE

Enjoyment and Learning through Adventure. Multi-activity specialist courses and/or field studies. Open all Year.

Prices : from £6.50 per night.

THE BEST: people, activities, equipment AND value with free free places.

Phone MARTIN or ANDY on 02372 5888 Or write S.L. Applecross, Bideford, N. Devon EX39 1NG. (16788) 680000

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

BENMORE CENTRE FOR OUTDOOR EDUCATION by Dunoon, Argyll

SENIOR INSTRUCTOR

Applications are invited from registered teachers for the above post at this residential centre. Applicants should have experienced mountaineers and should preferably hold the M.I.C. or B.M.C. Qualification.

Application forms and further details may be obtained from the Divisional Education Officer, Division 4 (Dreghorn), 40 Torphichen Street, Edinburgh EH3 8JJ. (09517) 680000

SOUTH DEVON

COURTLANDS CENTRE
Kingsbridge, S. Devon

School Journeys. Field Courses. Outdoor Pursuits. Coastal and Moorland locations. Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends.

Contact The Course Manager. Tel: 054 855 227. (08794) 680000

English as a Foreign Language

BOURNEMOUTH

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details, write to: ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525337. (00162) 700000

NOTTINGHAMSHIRE COUNTY COUNCIL

EATON HALL INTERNATIONAL

PRELIMINARY CERTIFICATE IN TEFL

LICENTIATE DIPLOMA IN TEACHING ENGLISH (LICTEL)

DIPLOMA IN TESF (Dip. TESF)

A combination of Distance Learning followed by Residential Block for teachers or graduates leading to the qualifications listed above. Distance no problem.

Write for details to: The Registrar, Ref. TES15, Eaton Hall International, Retford, Nottinghamshire DN22 0PR or Tel: (0777) 706441. (09828) 700000

Computer Software Publishers seek ideas for workable E.F.L. Programs.

Please contact: In Service Systems, Box No. TES 00241, Priory House, St. John's Lane, EC1M 4BX. (03855) 700000

For Linguarama language school staff, the U.S.D.A. Union! Come to introductory meeting Mon. 10th Sept. 6.30 p.m. at International House, 106 Piccadilly, London W1.

Enquiries: 01-961 5731 (evenings). (08792) 700000

EFL SPECIALIST FOR ARABIAN GULF

EFL Specialists in teacher training and course materials development required for September postings. Applications invited from unmarried British graduates with experience in the Arab World, MA (Applied Linguistics) or alternative post-graduate TEFL qualifications needed. Two year contracts, free accommodation, car, passages to UK, tax-free salary offered.

Apply before 7th September, with full CV to: The Managing Editor, English Language Teaching for the Arab World/Oxford University Press, Elly House, 37 Dover Street, London W1X 4HJ. Tel: 01-409 1343. (09121) 700000

Personal announcements can be placed by ringing Mary McGuiness on 01-253 3000

Appointments Wanted

HEADMASTER. Single, 50 plus. Very experienced. Seeks post. Available immediately. Running school and business side. Boys and girls. H.S. Brook, Mosseaton Grammar School, Holywell Avenue, Whitley Bay. 720000

QUALIFIED MONTESSORI TEACHER seeks pre-school, nursery position. Creative curriculum design experience. D. Gaffaney, 5 Knatchbull Rd, Camberwell SE5. (08533) 720000

VOLUNTEER (f) Offers service to school or charity; Mid. East or N. Africa. Graduate (chem.) F.C.C.E. British (can teach EFL); some knowledge written Arabic. Experienced, good refs. Morton, Kentmere, Kendal LA8 8JW. Phone 0539 821743. (08976) 720000

Education Courses

LINGUARAMA TEFL COURSES

An Introductory Course in Teaching English as a Foreign Language (one week).

Linguarama is an international organisation with 55 centres in the United Kingdom and abroad, employing some 500 teachers, most of whom join through our T.E.F.L. Courses.

Centres: London, Birmingham, Manchester and Canterbury (University of Kent). Dates: Summer: weekly July 9 to September 2.

Further information: Please send A4-size S.A.E. to T.E.F.L. Dept., Linguarama Limited, New Oxford House, 16 Waterloo Street, Birmingham B2 5YG. (07910) 760000

Tuition

AVOID IMPERSONAL EXPENSIVE ESTABLISHMENTS. Learn English, General Management, Marketing with experienced fully qualified Oxford M.A. Dip.Ed., E.F.L. choosing your times. Small classes or individual tuition. Putney Hill. Tel: Tel: 789 8705 (08955) 770000

HOME TUTORS required throughout Great Britain. Personal tutors (T.E.S.). Chesdic House, Chedle, Ches. Tel: 067-485 9255. (24 hours). (08956) 770000

ROCHESTER TUTORS LTD Experienced tutors required from September to teach Physics, Computing, Biology and Geography at new O and A level sixth form college. Profit-sharing scheme in operation.

Please send CV to: Rochester Tutors Ltd, 25 Star Rd., Rochester, Kent ME1 1XF. (08751) 770000

Personal Announcements

HOLIDAYS AND PERSONAL LOANS. from £100 arranged without security or delay. Campbell & Gibson Ltd., 69 Jermyn Street, London SW1 4EW. Written applications only for written terms. Tel: 01-839 8956. (18186) 800000

IMMEDIATE ADVANCES. £100 to £20,000. Written terms on request. REGIONAL TRUST LTD., 61 Dover St., Piccadilly, London W1A 3HA. Phone 01-491 2934. (18197) 800000

IMMEDIATE MORTGAGES up to 3¼ x income; top-ups to 100%; re-mortgages; homeowners loans (money in 7 days). Hometown 01-446 5481. (16138) 800000

IMPRESSIONS OF PARIS as Seen Through the Eyes of its Painters. In photography and paintings this film distils the essence of this captivating city. 85 minute film available on free loan to schools, fine arts societies and organisations. Write or Telephone Time Off Ltd, 6a Denbigh Mews, London SW1. 01-235 8070. (17097) 800000

MAXIMUM MORTGAGES. 100% Type Remortgages. Secured Loans for teachers. Phone Joanne on 01-346 4000 or write: Martin Hancock Ltd., 7 Freegrove Road, London NW4 1YB. (06950) 800000

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ADVENTURE HOLIDAYS 3 weeks Kashmire and Ladakh, Ottoman Turkey and Black Sea, Syria, Northumberland, 185 Streatham High Road, London SW16. Tel: 01-769 6655. (01867) 880000

DRISCOLL HOUSE 200 single rooms, partial board, B&B p.w. all amenities. Apply 172 New Kent Road, London SE1. 01-703 1175. (51896) 880000

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LAKE DISTRICT CARAVAN PARK. Selection of New & Used static holiday caravans for sale with all mains services. Sited on a family run park in area of outstanding beauty. Dogs welcome if kept on lead. Sites also available for own caravan if in good condition. Violet Bank Caravan Park, Coniston. (09001) 880000 (08169). (05879)

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FOR SALE. Pant Glas, Gynedd, N.Wales. Privately owned village school with owners' village house. Set in grounds 1 acre total. Modernised but not completed. Useful outbuildings, paddock and playground option of 5 acres, very interesting hillside land within 7 miles, would suit outdoor activities in Nantlle vale. Near lakes & mountains. Sea 5 miles. Offers school only £57,000. Write Box No TES 00243, Priory House, St John's Lane, EC1M 4BX. (09045) 540000

SURREY. Old established Co-Ed. Prep. School, retiring. 100 plus pupils, property with purpose-built boat-house. Attractive (£) Freehold £800,000 inclusive. Principal Consultant: Peter Harpenden. (08969) 840000

Modern Languages

Applications are invited from graduates for quality teaching posts in modern languages in the Department of Modern Languages at the Polytechnic of Central London. Applicants should have a good honours degree and preferably a higher degree and/or teaching experience. Salary scale £6,630 - £13,485 (under review) plus £1,000 London Allowance. Application forms and further particulars from the Personnel Officer, Polytechnic of Central London, 35 Marylebone Road, London NW1 5LS. Tel: 01-486 5811 (24 hour answering service). Closing date 14th September 1984. (08957) 660000

Miscellaneous

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Excellent career training. Average income £13,000 plus per annum plus usual sales incentives. 25 - 40 only.

Positions are available in most major cities so please state preferred location on SAE or CV since the meeting is at your own expense.

Apply now to: Cunningham, Liberty Financial Services, 2nd Floor, Bank House, 12/14 St Mary's Gate, Manchester M1 1FX. (08512) 660000

Alternatives for teachers. Full-time/part-time. Experience unnecessary. 'Careers in TV', 'Careers in Writing & Publishing', 'Careers in Radio', £1.75 each, all three £4.50. Dept T, Hamilton House Publishing, Brixworth, Northampton. Telephone phone 0604 881886, (09344) 560000

WANTED: GRADUATE PHYSICS TEACHER with interest in electronics seeking change from classroom.

Apply your science and communication skills in UK opportunity to National Water Council (Personnel), Tortilehan Street, Edinburgh EH8 8JJ. (09517) 680000

MORTGAGES 100% plus. Purchasing costs to MAX. 105%, available to Teaching profession.

For free quotation phone 01-643 5497 or 01-581 0968, or write to APEX MORTGAGE CONSULTANTS, 33 Stanstead Manor, Cheam Road, Sutton, Surrey SM1 2AY. (64190) 800000

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WRITE and sell Children's Stories. Mail tuition Sales assistances. Free booklet Children Features, (TES), 5 S Barkley Square, Salford, Manchester M3 5DU. (03732) 800000

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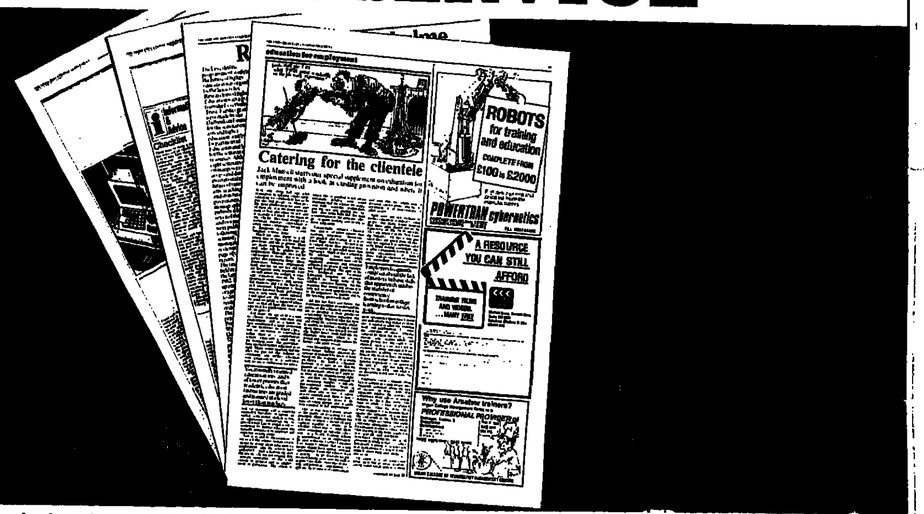

Many features and reports that have been published in The Times Educational Supplement or The Times Higher Education Supplement are available in reprint form. Should you wish to obtain any of those listed, please complete the form below and send it with your cheque/postal order payable to Times Newspapers Limited to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

Modern Language Teaching
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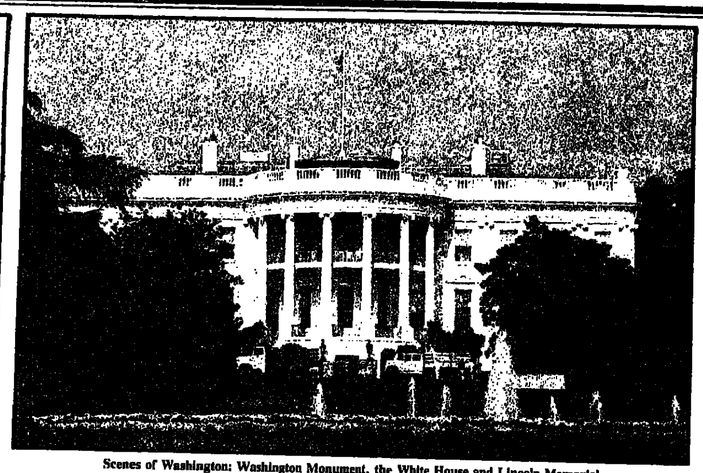
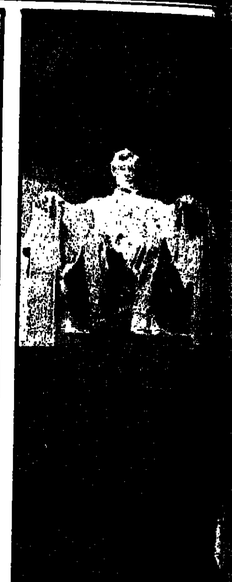
WASHINGTON DIARY





Scenes of Washington: Washington Monument, the White House and Lincoln Memorial.

Peter David gets in among the Texas shorts and 'I love teaching' badges

Never in Blackpool . . .

I must have been born lucky. Why else should the American Federation of Teachers have chosen last week of all weeks to hold their annual conference in an otherwise deserted Washington? But for the would have been out of the question.

The schools are closed and sensible Washingtonians have fled for the beaches. Even the press has deserted town. Except for a disgruntled few forced to spend the week reading Ms Ferraro's tax returns, the fourth estate was down in Dallas watching the coronation ("Reagan – every inch a king" announced the *New York Times*).

So it was with a sense of mingled gratitude and apprehension that I sped in a taxi through steamy streets to the AFT convention at the Washington Hilton. Apprehension because, for me, teacher conferences always evoke ambivalent memories of Fred Jarvis, Blackpool blizzards, the education correspondents, execrable pantomime and the sawdust on the floors of Yates Wine Lodge where, if memory serves me, the Rank and File used to plot daft stratagems against the Hamilton House oligarchs. The AFT, I hoped, would be different.

The federation is, of course, the Avis of America's teachers' unions. With only 600,000 members it is generally eclipsed by Hertz, the National Education Association, and its membership of nearly two million. But the two unions compete ferociously for members and squabble endlessly about microscopic doctrinal differences, a state of affairs that is obviously bad for teachers but good for the sort of people employed by *The TES*.

My first impressions were distinctly favourable. It was a pleasant surprise to find so many delegates sprawled in the opulent Hilton lounges sipping whisky sours and Tom Collinses and looking for all the world like tourists from Texas in bright shorts and tee shirts and recognizable only by their lapel stickers and large pink badges saying "I love teaching". American conventioneers, even down-trodden teachers, appear to rank pleasure above politics at least once a year.

In the grand ballroom, however, the atmosphere was more earnest. The debate as I entered focused on two questions: the chilling effects of the hotel's air conditioning and the respective powers of the federation's national headquarters and its local branches. In the United States, the local branches negotiate separate pay deals with thousands of school districts. The inevitable result is rotten pay – when they start, teachers get about $12,000 (£9,230), just about as much as the average secretary.

Self-importance

Yet, despite its dismal bargaining performance, the AFT sees itself as an important player on the national stage. Its president, Albert Shanker, is a veteran wheeler-dealer in the AFL-CIO, America's toothless version of the Trades Union Congress. Mr Shanker promotes himself by buying space to write an article every Sunday in the *New York Times*. The federation has even launched its own television programme *Inside your schools*, which is broadcast fairly widely on public and cable television networks.

Is all this self-importance justified? Partly. The union's numbers and money give it some real political clout. It sent 130 delegates to the Democratic convention in San Francisco and it will contribute as much money as it legally can to Democratic campaign coffers as the November election approaches. So it was no real surprise when Geraldine Ferraro bolted from her tax problems grand ballroom, remind them that she too had once been a teacher and AFT member, and promised that a Mondale Administration would make education a priority.

"I am a believer in unions," she declaimed unfashionably. "Unions are good for teachers, they are good for schools and they are good for the country."

Although the AFT luxuriates in attention from national politicians, its political influence is felt most strongly on a local level. The problem nationally is that its members do not inevitably toe the union line when voting in presidential elections. Locally, however, bad marks from the teacher unions is a liability most congressmen and senators would like to avoid.

I received an insight into the way this works from an anxious woman sitting with me at the press table. She was anxious because she covers Washington for a television station in Topeka, Kansas, but had not yet discerned much of a Kansas angle in any of the AFT debates. Admittedly, she had found a delegate from Topeka, but the delegate was too intimidated by the grand ballroom to join the debate. The most she would promise was to give her reactions, off the record. Not exactly good television.

Kansas angle

Ever chivalrous, I joined the hunt for the elusive Kansas angle and, to my surprise, found one. Towards the bottom of a pile of papers provided by the union press office lay a document entitled: *Voting record – the American Federation of Teachers raises the 98th Congress*. A Topeka, Kansas, angle looked imminent.

The voting record turned out to list every congressman and senator. After each name there appeared a sort of computer password. After the name of Senator Bob Dole of Kansas, for example, were the letters WWWWWWRWWWWR. Each W means that on a given issue Senator Dole voted wrongly from the AFT's point of view. His two Rs are right votes. The good senator's bad record gave my colleague from Topeka an instant story: the local senator was being "targetted" by American teachers because of his consistently bad voting record. In a country where politics and media are ferociously parochial, that could be a big story back in the wheatfields.

Which 12 legislative decisions did the AFT regard as important? Some were predictable – Senator Dole scored Ws for supporting tax cuts for private schools and opposing increases in the federal budget for education. But why, I wondered, did he deserve an R for voting to make Martin Luther King's birthday a public holiday? And why give him another W for a vote leading to cuts in medicare? What had medicare got to do with teaching?

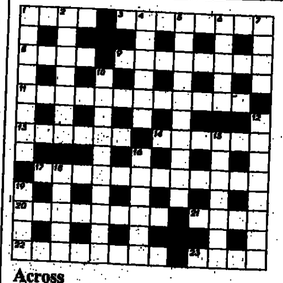
The answer to at least one of these questions came serendipitously, during a stroll through the conference exhibition where computer manufacturers were trying to interest teachers in their latest products. An earnest lady from Pennsylvania thrust a bunch of leaflets into my hand and bet I did not realize that 30 per cent of the members of the American Federation of Teachers were not teachers. It turns out that its rivalry with the NEA has persuaded the AFT to open its doors not only to school administrators but also nurses and other health professionals. Were their interests looked after well by the teacher-dominated union? Things could be better, said the lady from Pennsylvania.

Back in the grand ballroom, the delegates were waiting to hear a speech by Mark White, the Governor of Texas. He and an enormous entourage filed to the podium amid huge applause. Having just persuaded his legislature to vote in hefty tax increases to pay for educational reforms, the governor is currently the darling of the AFT and he knows it. With true Texan immodesty, he declares his new legislation "one of the most sweeping educational reform packages in history". And he wins additional adulation by praising the cooperation Texas received from the Texas chapter of the AFT while denigrating the obstinacy of the NEA.

The reform package, to be honest, does not look at all bad. It includes a $4,000 a year increase in teacher pay, new pre-kindergarten classes, a cap on class sizes and more money for poorer school districts. But the really big change, the one that shows that Texas is serious about education, is a purge of extracurricular activities that have been squeezing academic classes out of the school day. In Texas last year, one pupil missed 35 days of schools while travelling around the state showing his prize-winning chicken at state fairs and competitions. If the governor has his way, the chicken will soon come home to roost.

Oil Council meeting for Dallas coronation.

No 167 CROSSWORD by Rufus



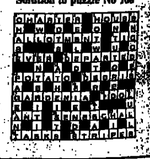
Across

1 Learning Heather goes out to work for a living (4)
3 An outstanding part of the country (8)
8 Murphy sliced a golf shot (4)
9 It is involved with change in education (8)
11 Report spouse in trouble? Ridiculous! (12)
13 Make an appointment about four, in case (6)
14 One of eight requires medical attention (6)
17 Shaken World Cup team found in the changing room? (6,6)
20 Friend returns to the side of the stage to see the birds (8)
21 Fine an employee for drinking, perhaps (4)
22 Settler in Panama? (8)
23 Blueprint for a tail-less aircraft (4)

Down

1 Front ceased being funny when father came in (8)
2 There's purpose in regular payment for clothes (7)
4 About a hundred new steel picks (6)
5 Road notice, perhaps, a job for a painter (10)
6 Farewell announcement that is socially acceptable (5)
7 Appreciate one's accommodation (4)
10 A certain feeling (10)
12 Capital investment supports the family (8)
15 Eccentric strange dance (7)
16 Figures I spoil the games (6)
18 A papal order to cause dismay (5)
19 Combined nations look into pre-Christian era (4)

Solution to puzzle No 166



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